DIFFERENTIATED INSTRUCTION IN ENGLISH LANGUAGE CLASSROOM: A NARRATIVE INQUIRY

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AN ABSTRACT

of the dissertation of *Shiva Kumar Gyawali* for the Degree of *Master of Philosophy in English Language Education* presented on September 24, 2023 entitled *Differentiated Instruction in English Language Classroom: A Narrative Inquiry*

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The study explores the differentiated instruction applied in English language classrooms. The stories are asked to find perceptions and practices of differentiated instruction in their practicality.

In the process of conducting this study, I reviewed the relevant literature on differentiated instruction and its influence on teaching and learning, with a particular focus on the learning of the English language in the context of Nepal. For the theoretical insight of the present study, I adopted the principles of social constructivism. This theory informed me that all children's cognitive development is not the same because they are from different cultural, religious and social backgrounds. In this regard, my theory is insightful in addressing the issues of learners' differentiation.

During this course of study, I employed interpretivism as a research paradigm. I followed the principles of qualitative research in the entire process of this research, right from the time of information generation to the final preparation of the dissertation. There were four research participants in my study. They were selected from Butwal sub-metropolitan city, Rupandehi. The information was generated through a series of interviews.

Being conscious of multiple realities because of the varied context each learner brings in their life, I used narrative inquiry as a method of inquiry to represent the subjective experiences of the learners and their world. Therefore, the ontology for this research is socially constructed.

Some of the explored experiences in this study are whole-class work, group work, pair work, critical thinking skills, project work, matching the class tasks with

learners' ability, giving students agency, extra care for struggling and extra duty for bright learners, to be a friend to the slow learners and implementation of continuous assessment. I have concluded my study with the major themes of differentiated instruction**:** shifting acquaintance with teachers, embracing diversity, cooperation as a learning tool, acceptance of diverse knowledge, partial adoption of alternative assessment and intervention beyond the classroom.

I had thought that there used to be teacher-centered teaching where teachers used to select the subject matter and teaching techniques, but I knew that there used to be physical punishment in the school by their teachers as captives get punishment in custody. I had conceptualized that extroverted student are better at learning the language, but I learned that they have similar capabilities. I had regarded at least model schools are applying for differentiated instruction in the classroom but differentiated instruction seems still difficult for them as they have overcrowded classrooms. I found that there were greater changes in learners' minds regarding their sharing culture than I had imagined earlier. I found project work a more beneficial with a broader range of caring, even family members in collaborating work. I found some misleading ideas as teachers often show a farmer's image in shabby clothing, while they show a well-dressed picture of a businessman. Students have no feeling that gender discrimination is deeply rooted in their hearts. However, gender inequality exists in the form of discrimination rooted in family behaviour and societal talk.

Differentiated instruction requires a deep understanding of students' needs, curriculum flexibility, and managing multiple instructional paths simultaneously. It often involves collaborative activities where students work in groups or pairs. This fosters peer-to-peer learning, communication skills, and cooperative problem-solving, enhancing classroom dynamics.

…… September 24, 2023

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I understand that my dissertation will be part of the permanent collection of Kathmandu University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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DECLARATION

I hereby declare that this dissertation is original work, and it has not been submitted for candidature for any other degree at any other university.

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Shiva Kumar Gyawali
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LIST OF ABBREVIATIONS

AD	Anno Domini
ASCD	Association for Supervision and Curriculum Development
Assoc.	Associate
Asst.	Assistant
BS	Bikram Samvat
DI	Differentiated Instruction
ELE	English Language Education
ELT	English Language Teaching
ICT	Information Communication Technology
ILPs	Individualized Learning Plans
KUSOAD	Kathmandu University School of Education
MoE	Ministry of Education
MPhil	Master of Philosophy
PhD	Doctor of Philosophy
Prof.	Professor
TU	Tribhuvan University
ZPD	Zone of Proximal Development

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CHAPTER ONE

INTRODUCTION

The chapter begins with an introductory section, which is followed by a problem reflecting on a story that had happened in my life. The event I met in my academic journey remained striking in my mind for a long time. With the effort of the present study, I am fortunate to be able to implement the formulated ideas into practicality. For the accomplishment of ideas, I have conceptualized differentiated instruction (DI) in the classroom in a general sense. I clarified the uniqueness of children. I have depicted the rationale of the study and shown a statement of the problem. I have explained the purpose of the study and prepared two research questions to fulfill the study. The chapter ends with a delimitation of the study.

Scene Setting

I was born and brought up in the western part of Palpa district. I was exposed to my primary school's teacher-centered teaching and learning environment. I even had such kinds of conventional educational system in my higher education. Memorization, recitation, pattern practice, drilling etc., were common phenomenal techniques in the learning process. The teacher used to be regarded as the supreme authority in the classroom. I was trained with a structured curriculum. My mind was set on traditional types of teaching and learning processes. I was appointed a lower secondary level English teacher in 2001 AD. It was the fourth period for 6th-grade students. During those days, I had firmly believed to be a supreme authority in the classroom. I studied at a government school and campus with normal grades in English, using memorization, recitation, and pattern practice as my learning tools. I was somehow familiar with the semantic aspects of language use but not the pragmatic ones. It was the third day of my new school; I started teaching with the same stereotyped philosophy of learning in mind. I explained the first lesson in depth and detail. Then, I wrote all the questions and answers on the whiteboard and asked them to copy them into their exercise books. Finally, I asked them to memorize the given answers the next day.

In the second phase, I asked them about the things given on the previous day. Nine out of twenty-one students did what I asked them to do exactly. Seven of

them memorized half of the text, while five could not memorize the answers at all but could tell the answers in their own words. Neglecting their original answers, as my stereotypical teaching philosophy guided me, I thought if the students didn't answer the same as prescribed, I would bring them on track by hook or crook through harsh words if needed.

Accordingly, I made all the students, except nine, stand in front of the class and spoke a few unpleasant words to them: "Either you learn completely by heart as I had given to you or you have to stand in front of the class the whole period, you silly guys." Three girls, Aasika, Prakriti, and Praneeta (pseudonyms), started to cry. One of the boys, Sumit Bhattrai (pseudonym), bursting into tears, yelled, "Am I a silly Boy?" "I am not a silly boy." "How can I be a silly boy?" "I tried a lot at home but could not recite." "It is not my guilt". It was the last period of that winter day. The bell rang, and we scattered towards our houses after school in the evening. When I reached my house, the innocent boy's voice stocked my head for a long time. I remembered the teaching methodologies and child psychology I studied and realized that I made a mistake. When I knew the situation, I had great pain in my heart. The terrible situation in the class could not go away from my mind for a few days. I thought about the situation faced at the end of that day and felt sorry. I realized that I turned into an outdated teacher. I understood the fact that I used bitter words without knowing their differences and backgrounds. The utterances were a kind of warning and suggestion for me. His words hit my mind time and again because I wanted to become a true professional. I took it as a blessing in disguise. I repeatedly promised to teach with rapport building and informal talk, knowing their academic base, learning speed, and styles.

Let us consider the class that I faced from a different perspective. The group of twenty-one students originated from twenty-one diverse families, which could belong to various religious, caste/ethnic, and regional backgrounds. The family environment, including parental income and educational levels, could vary significantly among them. Furthermore, on a personal level, the students possessed diverse interests, attitudes, and intelligence, leading to different academic needs. As a result of these differences, the students showed varying learning capacities, influenced by many factors. Some students demonstrated quick learning abilities inside the classroom, while others fell into the average or slower learner category.

Tomlinson (2001) emphasizes that children of the same age differ in their learning styles. Although they may share certain common traits like hobbies, personality, and preferences, they also possess crucial distinctions. Gardner (2011) identifies nine distinct intelligences, but he acknowledges that human intelligence cannot be confined to just those categories, as he believes in unlimited intelligence. He emphasizes that each student possesses a unique combination of genes and undergoes a distinct developmental process, leading to a specific set of intelligence. Reis and Renzulli (2015) suggest that students vary in their prior knowledge, skills, and interests. This idea shows that each student possesses different learning abilities, influenced by their level of intelligence and background.

Children are like Snowflakes

As an English teacher, I appreciate the intimate connection between differentiated instruction and my students' diverse, snowflake-like nature. Each day, I step into the classroom, knowing that, much like snowflakes, no two of my students are alike. They bring with them a tapestry of backgrounds, abilities, and unique learning profiles (Burkett, 2013). Just as snowflakes exhibit intricate patterns and structures, my students exhibit a complex range of learning preferences, strengths, and challenges. Some have a natural charm for literary analysis, while others may struggle with reading comprehension but excel in creative writing. This realization has led me to embrace the philosophy of differentiated instruction.

As Moosa and Shareefa (2019) clarify that differentiated instruction acknowledges and celebrates each student's individuality. It allows me to adapt my teaching methods to accommodate my classroom's varying needs and learning styles. For example, when teaching a story or a poem, I use different approaches and materials to students who willingly understand the content and those who may require additional support or alternative explanations. Just like snowflakes come in different shapes and sizes, my students possess diverse interests and motivations. I have learned that tapping into their passions can be powerful for engagement and learning. If a student is fascinated by science fiction, I may suggest science fiction literature for reading assignments or incorporate science fiction themes into writing prompts (Burkett, 2013). This makes the lessons more enjoyable and connects their interests to the subject matter. Moreover, the snowflake nature of children extends beyond their academic abilities. It encompasses their social and emotional development as well. Some students may flourish in group discussions and collaborative projects, while others prefer working

independently (Maruf, 2023). Recognizing these differences allows me to create a classroom environment where every student feels valued and comfortable.

Just as snowflakes can change frequently, so can my students. Their interests, strengths, and challenges can shift over time. The differentiated instruction is an ongoing process (Moosa & Shareefa, 2019) to meet their changing interest and strengths. Regular assessment and communication with my students helped me adapt my teaching strategies to meet their developing needs.

In conclusion, the relationship between differentiated instruction in the English classroom and the snowflake nature of children is profound and essential. By embracing the uniqueness of each student and tailoring my instruction to accommodate their individuality, I can foster a love for learning and help each of them shine brightly, just like the one-of-a-kind snowflakes they are.

Statement of the Problem

The classroom is the representative sample of the present diversified society. The diversity creates a kind of difficulty in learning. Traditional teaching is based on a one-size-fits-all approach, leading to the greatest problem in the classroom (Tomlinson, 2014). A single instruction is the root cause of learning deficiency. Rai (2018) explored learners' diversity in English language classrooms. Learners' diversity needs to be considered seriously. Joshi (2019) discovered the learning differences between the learners for fast and slow learners of Kathmandu Valley. Learning depends on in terms of their fastness. Koirala (2020) studied primary-level teachers' perception of learners' differences in English classrooms (grade five) with the theoretical framework of sociocultural theory and multiple intelligences in connection with the concept of the Zone of proximal development of four different teachers of the Hetauda district.

Even though some studies are conducted in our context, they are not sufficient for finding perceptions and practices of differentiated instructional use in Nepal regarding personality traits (introvert and extrovert). We have rigid, structured, and time-bound pedagogical practices dominantly practised in the language classes of Nepal. Banking education has been projected less towards developing critical thinking and consciousness in the learners (Freire, 1993).

Although teachers say they know about diversity, it is very difficult to address in the language classroom. We can see that only single-size instruction is followed in the Nepalese context. Even the model schools declared by the

government of Nepal seem to be lacking differentiated instruction in practicality. Furthermore, I could not find many studies done in this field so I want to pave my study toward this less explored area.

My study differs from previous studies in terms of time, location, and focused classes. Differentiated instruction shows a process that allows instructors to tell issues to the students based on their levels. On the one hand, the traditionally followed 'one-size-fits-all' approach, treating education as an act of banking, is not able to meet the diverse needs of today's learners (Tomlinson, 2014). On the other hand, differentiated instruction empowers the learners by emphasizing required skills and ideas regarding subject matter, dealing with learners' differences and assessment strategy (Tomlinson, 1999). The theory of differentiated instructions normally comes from Vygotsky's social constructivism theory which focuses on the interaction of the learners (Amineh & Asl, 2015). Therefore, I studied the perception of the teachers using differentiated instruction theoretically and the practice they perform in the actual classroom.

Rationale of the Study

Differentiated instruction is the recent prerequisite in teaching-learning scenarios. Tomlinson states, "Teachers in differentiated instructions accept and act on the premise that they must be ready to engage students in instruction through different approaches to learning by appealing to a range of interests" (2014, p. 3). All students are unlikely to be similar in any given class: there may be introvert and extrovert students. Given such a situation, there should be changeability in subject matter, methodology and evaluation based on learners' requirements (Levy, 2008). The theoretical idea has emerged from Vygotsky's social constructivism theory (Amineh & Asl, 2015). The present research tries to challenge outdated concepts of single-sized instruction regarding foreign language learning. Tomlinson (2014) states classroom management must allow for both practicality and flexibility to achieve essential goals. Achieving knowledge through professional development and experiences implementing differentiated instruction can upgrade our learning process. Differentiated instruction would provide justice in the classroom. The pedagogy-based research report helped prepare teachers and implement differentiated instruction in the classroom. Furthermore, showing their views and experience positively influences teachers' self-ability with the process.

Purpose of My Research

In this study, I explored English language teachers' perceptions and practices of differentiated instruction in the classroom.

Research Questions

To address the purpose of the research, I have made following research questions.

1. How do basic school English teachers understand the approach of differentiated instruction?
2. How do they practice differentiated instruction in their classroom?

Delimitation of the Study

Perception and practices of differentiated instruction in English classrooms cover a variety of perspectives, such as the pupil's perspective and what results, in the form of attainment, such an approach could produce. However, it is necessary to limit the scope of the project to maintain the focused research questions that are answered in the amount of time available for the study. Because of this, I focused on the teachers' perspective, looking at how the teachers have experienced implementing differentiated instruction, what thoughts they had about the subject (perception), and how they worked to implement it (practice). Considering the focus of the study, it was limited in the sense that it only looked at the teachers' perspective.

Organization of the study

This introduction chapter begins with my own stories as critical incidents towards learning. These critical incidents become crucial and track changes in my guidelines and professional life.

Chapter I begins with my own story which had brought a kind of sight and paved me towards thought changing process. I tried to contextualize my story with some statements under "children are like snowflakes." I showed the statement of the problem. I tried to prove the rationale of this research. As the story happened in my observation, I could take a chance to widen the situation myself. Further, I presented the research questions covering the perception and practices of teachers' understanding of differentiated instruction. I have also mentioned the delimitations of the study.

Chapter II includes a review of relevant literature, books, reports and a theoretical review. The begins with how differentiated instruction is practised in the

classroom. This includes conceptualizing differentiated instruction. It shows the connection among input, process and product. It justified the heading with inclusivity and diversity. It explained about teachers' flexibility and adaptability. It clarified the theoretical underpinning regarding social constructivism. It has described the empirical and policy reviews and shown the research gap. Finally, the whole idea is figured out with a conceptual framework.

Chapter III articulates the procedural part of my research journey. Here, I have mentioned the guiding research paradigm: interpretative. I discussed philosophical considerations under ontology, epistemology, and axiological considerations. Then, I discussed the research methodology. I have mentioned thematic coding procedures and quality standards with trustworthiness, including credibility, dependability, conformability, and authenticity. The research has quality standards like pedagogical thoughtfulness, temporality, sociality and spatiality. Finally, it incorporated ethical procedures, including informed consent, privacy and confidentiality, and the principle of no harm to others.

Chapter IV presents the perception of differentiated instruction in the classroom. It has described some of the participants' strategies when applying differentiated instruction.

Chapter V presents teacher-initiated practices in the classroom with the major themes of DI: shifting acquaintance with teachers, embracing diversity, cooperation as a learning tool, acceptance of diverse knowledge, and partial adoption of alternative assessment and intervention beyond the classroom.

Chapter VI finally deals with the key insights, conclusions and implications of my research work. I discuss my reflection on the entire process of research work.

Reflection of the Chapter

This chapter began with my own story. I grew up with structured learning in a teacher-centered class, which significantly impacted my teaching life and my acceptance of the diversity of the learners. I tried contextualizing my story with research study-related statements that raised the problem of leading a research study. I tried to prove the rationale of this research with my justification. I also presented the research questions and purpose of the study for covering the perception and practices of teachers' understanding of differentiated instruction. I have mentioned the delimitations of the study. I also have provided the organizational structure of the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter shows the practices of differentiated instruction in exploring research activities. It provides thematic, empirical, theoretical and policy-related reviews and identifies a research gap. Furthermore, it digs out the literature related to differentiated instruction on teachers' perceptions and practices appropriate to this study.

Differentiated Classroom

This is a diversified society where everyone has to respect and accept all sorts of cultural norms and values in our community. Therefore, this study tried to explore the perception of basic school English teachers on differentiated instruction and how they practised in the Nepalese classroom context.

Classroom children represent the changing society (Tomlinson, 1999). Since they are from different political, social, religious, and economic backgrounds, they have their mindsets. However, teachers are found to pay less attention to differentiated instruction. Teaching without differentiated instruction is challenging in every subject. The studies argued that differentiated instruction can solve the problems as differentiated instruction is based on a better strategy for gaining knowledge. Therefore, teachers adopt this method to improve learning environments (Naka, 2017). Differentiated instruction is designed as an academic tool to meet the diverse needs of today's learners (Tomlinson, 2004). This study tried to incorporate learners having different backgrounds (like multi-cultural, multiracial, multiethnic groups, geographical diversity, disability, and so on), which require diverse academic needs in teaching and learning activities. This variation creates slow learners and quick learners in the classroom. This dissertation explores how the teachers perceive this diversity in the Nepalese context and practices in their classrooms for solutions.

It evaluates the issues that cause various learning instruction based on learners' proficiency. The most complicated matters because of diversity in the mixed ability English language classes are social and cultural bases, learning capability, learning background, students' personalities and learning ideas

(Tomlinson, 1999). I chose differentiated instruction as my study area because I have faced several instructional problems in my classroom teaching and learning activities.

From my 28 years of teaching, I have assumed that single instruction in the classroom is the root cause of learning deficiencies in the school. Teachers are given the responsibility of educating them with an appropriate educational understanding of their needs, levels, and interests, which is the most serious part of my study. Along with my long experience and gained knowledge, I realized that until and unless a teacher in the classroom is not aware of social and cultural background, learning ability, previous teaching, and student's personality and learning style, they aren't able to achieve targeted learning proficiency. It is argued that differentiation can be influential in nurturing identified talent in gifted learners (Taylor, 2017). Therefore, I want to verify this idea into practicality in the Nepalese context.

Differentiated learning is implemented in that learning experiences are more fruitful when they are engaging, relevant and exciting. Classroom instruction is designed in terms of students' needs and desires. The application of essential skills and understanding of significant concepts and principles is the focus of learning multi-sorts of assignments that are mainly applied. Different types of materials and ideas are encouraged. Students are more focused on becoming self-reliant learners. Multiple ways are used to assess the learners. Content, process and product flexibility is the central part of differentiated instruction. This helps to adopt flexibility in subject matter, teaching process and evaluation regarding learners' needs, levels and interests. Several issues cause diversity in mixed-ability English language classes (Tomlinson, 2001).

Conceptualizing Differentiated Instruction

Differentiated instruction addresses the students' learning difficulties by diagnosing their needs, levels and interests. Differentiated instruction is not a ready-made planned program for teaching but a core sense approach to teaching to meet the required needs of all learners (Tomlinson, 2000). Teachers play multiple roles in solving students' assignments and choices of children in what they like reading, observing, and engaging with.

In the English language classroom, I stand before a diverse group of eager learners, each with their unique language abilities and backgrounds. Some students

are fast learners, while others are struggling in language learning. As I begin my lesson, I know a single instructional approach will not serve. So, I embrace the concept of differentiated instruction. I take the time to understand my students individually, learning about their linguistic journeys and strengths. During our lessons, telling the idea with Maruf (2023) I utilize various teaching strategies, incorporating visual aids, interactive discussions, multimedia resources, and tailored assessments to cater to everyone's needs. Osiesi (2023) argued I rank assignments to challenge each student appropriately and provide additional support for those who require it. Through continuous assessment and constructive feedback, I guide my students toward language proficiency while celebrating their unique language journeys. In this classroom, differentiated instruction isn't just a strategy; it's the cornerstone of my teaching philosophy, ensuring that every student, regardless of their language background, can excel and succeed in their English language learning journey.

Content, Process, and Product

My study explored teachers' understanding of content, process, and product as the central element. I excavated the teachers' ideas on the flexibility of subject matter, methodology and alternative assessment applied in the classroom. The essence of differentiated instruction is to maintain flexibility in content, process and product based on students' learning styles (Levy, 2008).

Content

I regard 'content' as the basic and primary element in learning. Content should be flexible to meet the learners' needs, interests, and levels (Tomlinson, 1999). Rigid or fixed content is unable to address the diversity of the learner. The students who are unknown in multiplication and division are not ready for equivalent fractions (Borja et al., 2015). We should be careful about whether teaching is going on known to unknown, simple to complex, or in such order regarding learners' capability.

Process

Each child is unique, so learning differs from one person to another. The process covers the way of teaching (Borja et al., 2015). As the class progresses through the subject matter, the teacher presents several ways of solving the same problem with different groups regarding their learning speed. Students' learning styles can be determined by their personality types and the multiple intelligences

they possess. Teachers can separate linguistic, kinesthetic, and artistic learners to achieve better results (Levy, 2008). Learning to differentiate should guide variation in teaching for the learners in terms of their level (Tomlinson, 1999). Thus, we need to adapt our teaching in terms of their capability.

Product

The product shows students' achievement levels. This can be discussed as a summative assessment. It can show the learning procedures and abilities of the students (Borja et al., 2015). The summative evaluation shows standardized tests and teacher-created tests, quizzes, projects, and assessments, which can be objectively assessed based on curriculum (Levi,2008). Not all the students have the same rating. Students differ in learning abilities, styles, areas of interest and how they show what they know.

In my English language classroom, I get on a journey of all-encompassing education, recognizing my students' diverse linguistic backgrounds and abilities. Truly meeting their needs, I fully embrace the principles of differentiated instruction, focusing on differentiation across content, process, and product (Tomlinson, 1999). Content-wise, I offer a variety of reading materials and texts, ensuring that they provide to different language proficiency levels, from basic to advanced. As Gülay and Altun (2022) mention that diverse teaching methods and strategies, such as group discussions, multimedia resources, and hands-on activities, ensure that every learner can be involved with the material in a way that aligns with their learning style. Regarding the product, I provide flexibility in assessment, allowing students to showcase their understanding through varied means: a written essay, a verbal presentation, or a creative project. In this classroom, "Content, Process, and Product" are not just slogans; they are the foundation of my commitment to making English language learning accessible and meaningful for every student, regardless of their linguistic background or proficiency level.

Inclusivity and Diversity

In my experience, differentiated instruction with inclusivity and diversity in education are closely interwoven. They both reflect a commitment to recognizing and valuing each student's unique qualities and needs. When I think about differentiated instruction, I see it as a teaching approach that actively embraces diversity (Tomlinson, 1999). It is about understanding that every student in my classroom is different – they come from various cultural backgrounds and have different abilities,

learning styles, and even levels of prior knowledge. With differentiated instruction, I do not just acknowledge these differences; I celebrate them.

Inclusivity and diversity, on the other hand, are overarching principles that guide my entire approach to education (Gülay & Altun,2022). It is not just about accommodating differences; it is about creating an environment where these differences are accepted and cherished. Inclusivity means that every student, regardless of their background or ability, has a place in my classroom. As Tomlinson (1999) tells fostering a sense of belonging where students feel safe, respected, and valued for who they are.

Now, here is where the two concepts intersect beautifully. Differentiated instruction is the practical application of inclusivity and diversity in the classroom. As Gülay and Altun (2022) explain I ensure that all my students with their unique backgrounds and abilities have access to quality education that suits their needs.

For example, when I plan my lessons, I consider my class's diverse learning styles and abilities. I provide multiple ways for students to engage with the material through hands-on activities, visual aids and group discussions. I also consider their interests so the content becomes relevant and engaging.

Moreover, I use evaluation as a tool to support inclusivity. I offer various assessment options, allowing students to showcase their understanding in ways that align with their strengths. This means a student with a learning slowness might have a different assessment format than a student who excels in written assignments. But both are allowed to shine. The study of Maruf (2023) found that differentiated instruction is the practical implementation of inclusive and diverse principles. It is how I ensure that every student, regardless of their background, abilities, or learning style, has the opportunity to learn and succeed in my classroom. It is about recognizing that diversity is not a challenge to overcome but a strength to grasp, and through differentiation, I celebrate that diversity every day in my teaching practice.

Teacher’s Flexibility and Adaptability

As an educator, I've realized that teacher flexibility and adaptability are the guiding stars in my approach to differentiated instruction. Every day in my classroom is a dynamic experience filled with diverse learners with unique strengths and challenges. As I walk into my classroom, I carry with me the understanding that my students are not uniform in their abilities, interests, or readiness levels. Therefore, my

role is not just to deliver content but to tailor it to meet the diverse needs of my students.

This journey begins with careful assessment. I invest time in getting to know each student and recognizing their learning profiles, preferences, and prior knowledge. Armed with this knowledge, I craft lessons like a chameleon, ready to adapt to the changing needs of my class. Teacher flexibility means being prepared to pivot when needed. One day, I may find that my class needs more time to grasp a challenging concept, so I adjust my lesson plan to provide additional examples and practice. On another day, I might see a group of students ready to delve deeper into a topic, so I offer extension activities to keep them engaged and challenged.

A one-size-fits-all approach in the realm of assessments does not bind me. Instead, I provide a range of assessment options. Some students may excel in written tests, while others thrive in oral presentations or hands-on projects. This flexibility ensures that every student can showcase their understanding effectively (Maruf, 2023). Yet, teacher flexibility goes beyond instructional strategies and assessments. It's about being attuned to the ever-shifting dynamics of the classroom, knowing when to offer more support, when to encourage independent exploration, and when to foster collaborative learning experiences.

Adaptability is my constant companion. I don't view a lesson plan as a rigid script but as a flexible blueprint that can be modified based on the real-time needs of my students. It's about listening, observing, and responding with liveliness. As an educator committed to differentiated instruction, I understand that this journey of flexibility and adaptability is ongoing (Maruf, 2023). It's a commitment to lifelong learning, a willingness to embrace change, and a dedication to meeting my students where they are on their unique learning paths. In this dynamic and ever-evolving journey, I find the true essence of teaching – empowering every student to succeed.

Differentiated Instructional Strategies

As an educator committed to meeting the diverse needs of learners, I implemented a range of differentiated instruction strategies. I strived to understand each student's unique learning style, abilities, and interests, tailoring my plans through individualized learning plans (ILPs). By incorporating various activities based on their interests, I ensured engagement and motivation within the classroom. Flexibility in teaching methods allowed me to adapt resources and materials to accommodate different learning paces and preferences. I encouraged teachers to

obtain students' interactive learning opportunities, fostering collaboration and peer-to-peer engagement through group projects and discussions (Maruf, 2023). Interactive learning opportunities sparked excitement, promoting teamwork through group projects and seminars, allowing students to learn from each other. With an understanding of different levels of learning, I catered to different learning styles, incorporating hands-on activities.

Moreover, by recognizing multiple intelligences, I incorporated teachers bringing out various learning modes and providing visual, auditory, and kinesthetic activities to cater to diverse learning styles. Introverts and extroverts become crucial to my concern, allowing for personalized and self-paced learning experiences. Through individual differences, I offered specific guidance and support tailored to each student's progress. Creating an inclusive environment is paramount, where students feel valued, respected, and embraced for their individuality. Providing intervention and support as needed ensured that every student is equipped to thrive. Lastly, instructional scaffolding helped break down complex concepts into manageable steps, guiding students toward comprehensive understanding and mastery (Vygotsky, 1978). Overall, these strategies reflected my dedication to ensuring that all learners in my classroom have the opportunity to succeed and grow.

Classroom Activities of Differentiated Instructions

Differentiated instruction is a teaching approach that fits instruction to meet students' individual learning needs, preferences, and abilities. It focuses on creating a diverse learning environment accommodating various learning styles, interests, and readiness levels. We find several ways to implement differentiated instruction through various classroom activities. Tiered assignments are tasks designed at different levels of complexity, allowing students to choose the level that best suits their abilities (Suwastini et al., 2021). For instance, in a comprehension text, students might have tiered assignments where they can select tasks of varied complexity for understanding a concept. Teachers can create different cores within the classroom, each focusing on a particular aspect of the lesson. Students rotate through these stations, engaging with content in various ways. Flexible grouping is a common and effective classroom activity in present-day teaching (Suwastini et al., 2021).

Student groups are based on their learning needs. Some activities might involve homogeneous grouping where students with similar abilities work together, while in other activities, heterogeneous groups may be formed to allow for peer

learning and varied perspectives. Some common groupings are whole-class work, pair work, project work, matching the class task with learners' ability, and giving students agency. For example, some students might read the exact text during a literature analysis while others read different texts on related themes but appropriate to their reading level. Choice menus provide students with various activities or assignments from which they can choose based on their preferences (Suwastini et al., 2021). A choice board might include like writing a story, creating a visual presentation, or conducting research. This allows students to showcase their understanding in a way that aligns with their strengths. Scaffolding and support Provide varying levels of support for different learners. This might involve offering additional resources, visual aids, graphic organizers, or even one-on-one assistance based on individual needs. For instance, students who struggle with reading problems might receive step-by-step guidance, while those who grasp the concept quickly could work on more complex words. Assessment based on learning styles assesses students through various methods catering to different learning styles. This might include traditional tests for some, presentations for others, or creating projects for those with a hands-on learning style. This ensures that students can showcase their understanding in a way that suits them best. Individualized Learning Plans (ILPs) develop personalized learning plans for students with specific needs (Suwastini et al., 2021). ILPs might involve setting unique goals and adapting materials and teaching strategies to provide those goals. Differentiated instruction activities aim to provide multiple entry points for students to engage with the material, progress at their own pace, and demonstrate their understanding in a way that suits their learning styles and needs. The key is to create a supportive, inclusive environment where all students feel challenged and supported in their learning journey.

My Theoretical Underpinning: Social Constructivism

Social constructivism is based on knowledge construction theory, which is actively constructed through social interaction. Vygotsky (1978) believed in social interactions which provides a foundation for learning as social phenomenon remains in constant interaction as become an integral part to learning in future. It suggests that learning is not individual, i.e., all children's cognitive development is not identical because they are from different social origins and backgrounds (Levy, 2008). In this research, I used the theory of constructivism because I found his matching idea with my study. The theory of differentiated instruction is primarily

from Vygotsky's social construction theory (Amineh & Asl, 2015). The theory focuses on the active involvement of learners in the learning process, whereas knowledge formation shows the interaction in their environment. Differentiated instruction is paved by the constructivist, or student-centered, approach to the learning process. Social constructivism explores the social horizon of learning in a language classroom. Social interaction is the heart of learning because teaching-learning can be most effective and purposeful through interaction between learners - learners and learners -teachers. It provokes interaction, sharing, and talk to be central to language learning and language is for communication and negotiation of meaning, thus, learners' interaction with various people enhances learning. Likewise, the notion of social constructivism is to motivate learners to collaborate and work together among learners so that they can construct knowledge (Kim, 2001). Thus, meaningful learning occurs when individual learners are engaged in social activities such as interaction and collaboration.

Vygotskian social constructivism emphasizes the role of feedback and assessment in facilitating learning. In differentiated instruction, ongoing assessment helps educators measure students' progress and adjust instruction accordingly. This feedback circle aligns with Vygotskian principles of using interactions and feedback to drive development. By assimilating Vygotskian social constructivist principles with differentiated instruction, educators can create a learning environment that cultivates collaboration, recognizes individual differences, and influences cultural context to promote meaningful learning experiences for all students.

Vygotskian social constructivism and differentiated instruction involve some of the interconnections to create effective and inclusive learning experiences for diverse learners. Differentiated instruction acknowledges that learners have varying abilities, learning styles, and backgrounds. Vygotskian social constructivism emphasizes the importance of cultural context and social interaction in learning. Educators can create a more inclusive and respectful learning environment by recognizing and valuing these individual differences.

The ZPD concept from Vygotskian social constructivism aligns well with differentiated instruction. Educators can identify the ZPD of each student and provide appropriately challenging tasks that cater to their individual needs (Vygotsky, 1978). For students who require more support, scaffolding can be provided, while those who are ready for more advanced tasks can be extended with more complex activities.

Differentiated instruction often involves scaffolding—providing varying levels of support based on learners' needs. This mirrors the idea of scaffolding in Vygotskian social constructivism, where educators provide temporary support to help students bridge the gap between their current understanding and their potential knowledge. Both approaches emphasize the value of collaborative learning. In a differentiated classroom, joint activities can be designed to enable students with diverse abilities to work together. Peers can contribute to each other's understanding by sharing their expertise, thus promoting a Vygotskian-inspired collaborative environment. Vygotskian social constructivism highlights the influence of cultural context on learning. In differentiated instruction, educators should consider their students' cultural backgrounds and incorporate diverse perspectives into the curriculum (Vygotsky, 1978). This fosters a more prosperous learning environment that respects and values different cultural perspectives.

Differentiated instruction encourages educators to offer multiple pathways for learning. This aligns with Vygotskian social constructivism, which acknowledges that learners can construct knowledge differently. In this context, Vygotsky (1978) states by providing various learning opportunities, educators allow students to engage with the material in a manner that resonates with them. In a similar scenario, Vygotsky (1978) opines that personalized learning, a facet of differentiated instruction, involves tailoring instruction to students' strengths, interests, and readiness levels. This customization connects well with the concept of the ZPD—providing tasks that are challenging yet achievable with support. Vygotskian social constructivism emphasizes the role of feedback and assessment in facilitating learning. In differentiated instruction, ongoing assessment helps educators measure students' progress and adjust instruction accordingly. This feedback circle aligns with Vygotskian principles of using interactions and feedback to drive development. By assimilating Vygotskian social constructivist principles with differentiated instruction, educators can create a learning environment that cultivates collaboration, recognizes individual differences, and influences cultural context to promote meaningful learning experiences for all students.

In my opinion, social constructivism means generating knowledge through social communication and interaction with a group of people living in society or interaction with learners to learners and teachers in the classroom. However, it is only possible through coordination and collaboration with each other while carrying

out activities in the classroom with active participation on a specific issue. Therefore, social constructivism is based on social interactions that a student experiences in the classroom, along with his/her critical thinking. Hence, teachers can address the needs of all learners based on their needs, levels, interests, and personality types.

Empirical Review

Although differentiated instruction practices started recently, they had a kind of mental shape from the early days. Thus, we distinguish between the DI procedure in learning and separation in other areas of life. DI strategies are classroom plans and methods that help students understand based on their abilities and needs. Differentiating in other areas of life means meeting people's needs, but it does not address them in the same way as the classroom.

Differentiated instruction is such a task that the teacher should not show only when he is free. Tomlinson (2000) asserts that differentiated strategies are not something a teacher shows in his free time. She confirmed that DI is a plan for thinking about the way of teaching. It is a philosophy that teachers can distinguish by content, method, technique, technical tool, learning environment, and evaluation process.

DI is implemented for students in the general education classroom. Afholder (2003) studies differentiated instructional procedures for all learners in general education classrooms. The study took place at Blue Valley School District in Kanas, USA. The teachers in the study received 15 hours of professional development on differentiated instruction two years earlier and sought to determine how the teacher could maintain it over time. The study used a separate interview to explore the perception of 26 teachers, 12 administrators, and one school board member. Of these, 10 K-5 teachers were identified as having a high degree of use of differentiated instruction and were applied to a follow-up interview to receive feedback on their application.

Implementation of DI is found in different dimensions of Math education. Grimes and Steven (2009) successfully implement DI by focusing on five dimensions of differentiation in math education: students' preparedness, flexible grouping and accountability, peer tutoring and modified instruction. The study lasted a year and gave positive results. Students who performed poorly in math were motivated by high-achieving classmates and were more engaged in learning.

Learners' diversity has to be studied in the learner's classroom. Rai (2018) explores learners' diversity in English language classrooms. She was selected for the institutional school of Koteshwor, Kathmandu district. She selected five research participants, including four learners and a teacher. The information was generated through a series of classroom observations and interviews. She adopted the interpretative research paradigm to interpret and analyze the collected data. She found that the theory of inclusive education was beneficial for the study. She explored that the theory of inclusive education concentrates on creating an equal and positive learning environment for every child.

Instructors need to observe the learners in terms of their fast and slow pace. Joshi (2019) discovers the learning differences between the fast and slow learners of Kathmandu Valley. His participants were two male and two female teachers who engaged in teaching for over eight to thirty years. He used socio-cultural theory to build the theoretical foundation of his research. His research explored that learners have different needs, interests, and learning speeds, and these differences can be addressed by creating a learning inspirational environment and providing tasks as per their learning speed. He needed to train the teachers on principled strategies to address the differences.

Sociocultural theory and multiple intelligences in connection with the concept of the Zone of proximal development (ZPD) can be studied at efferent levels. Koirala (2020) studies primary-level teachers' perception of learners' differences in English classrooms (grade five) with the theoretical framework of sociocultural theory and multiple intelligences in connection with the concept of the ZPD, he explored how teachers consider the students' diverse learning needs as shaped by their characteristics and their socio-cultural backgrounds of four different teachers of Hetauda district. He found that teachers acknowledge the differences among students like interest, age, gender, readiness, learning profile, personality and attitude towards English, etc. Teachers know where and from what cultural background the students come from. They know how they are likely to perform in English relating to their cultural and regional environment.

Policy Review

The Constitution of Nepal (2015) has documented education as a fundamental right, stating that every citizen has a right to free and compulsory education up to the basic level in their context. Fostering the all-around

development of children, laying a strong foundation for basic education (SSRP, 2009-015). Promoting children for their creativity towards their all-round development is the cry of the day. The built legal documents of our nation also encourage us to work in this area. The constitution of Nepal (2015) states every Nepalese community residing in Nepal shall have the right to get an education on their need, level, and interest. Curriculum Development Center (2019) mentions that students need to be assisted with differentiating forms of language. These documents show learners' differentiated strategies have been formulated day by day.

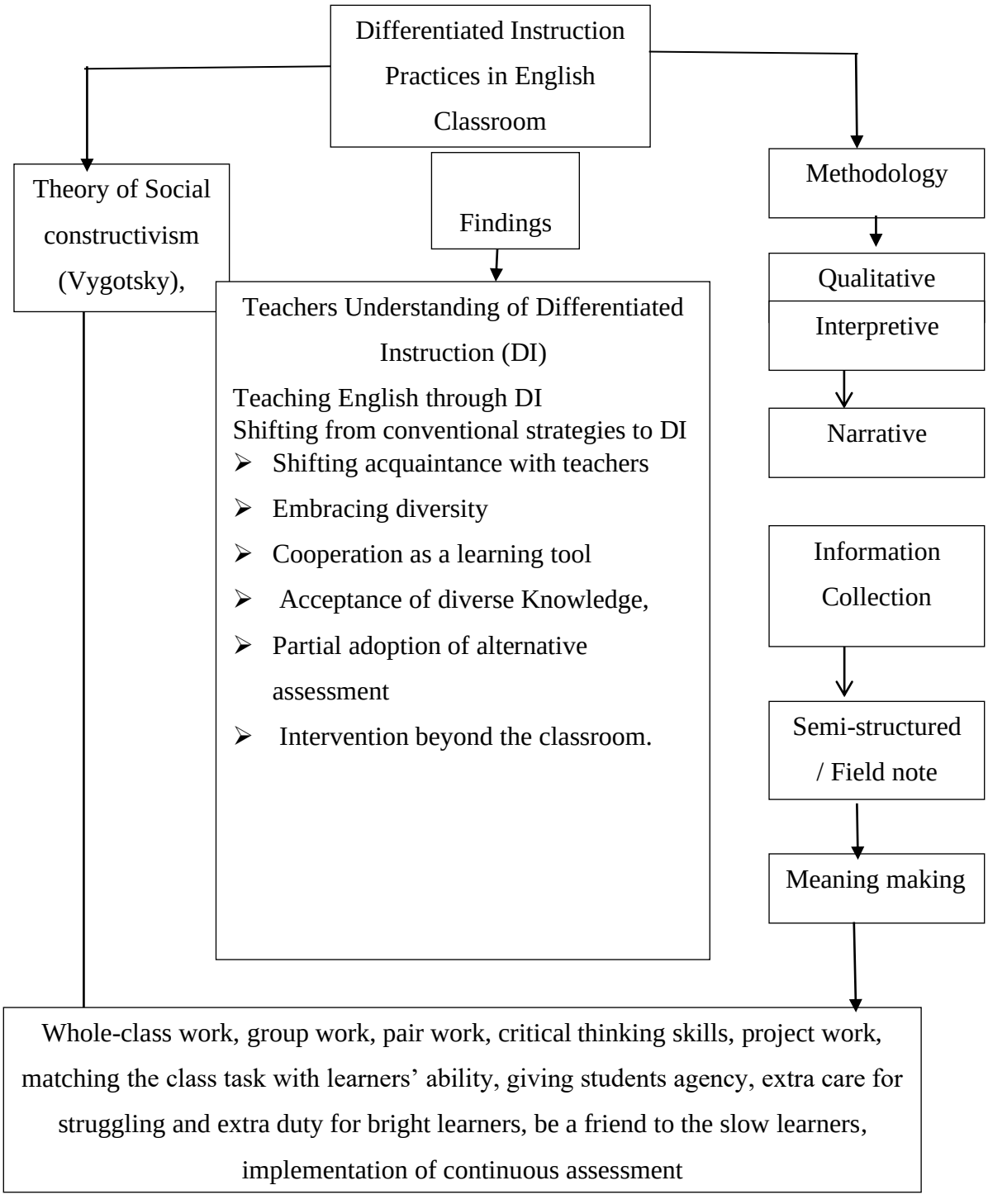
Research Gap

This study reviews that the way basic school English language teachers understand, and practice differentiated instruction in the context of Nepal is not well explored. The studies conducted in our context are not sufficient. Although teachers know about the idea, they are not clear about it. Therefore, I began to fill this gap with different contents, processes, and products, focusing on methods or procedures (process) by practically involving basic-level English language teachers and finding out their understanding of DI and its effect on classroom practices in the Nepalese context.

Conceptual Framework

This study has followed the methods of interpretative inquiry under the interpretative paradigm and attempted to explore differentiated instruction mainly through two perspectives: perception and practices of differentiated instruction in basic school classes. Analyzing the teacher’s perception, students can be grouped into different layers. They are whole-class work /instruction, group work, pair work, critical thinking skills, project work, matching the class task with learners’ ability, giving students agency, extra care for struggling and additional duty for bright learners, being a friend to the slow learners and implementation of continuous assessment. The practices of differentiated instructions are analyzed through shifting acquaintance with teachers, embracing diversity, cooperation as a learning tool, acceptance of diverse Knowledge, and partial adoption of alternative assessment and intervention beyond the classroom.

The following chart shows the detailed conceptual framework of this description.



Reflection of the Chapter

The second chapter of my research study presents a literature review along with a thematic review of differentiated instruction in the classroom. I have conceptualized differentiated instruction as a core part of the teaching-learning process to meet the learners from diversified areas. I dug into the teachers' thoughts on the flexibility of

ubject matter, methodology and alternative assessment applied in the classroom. I have revealed the features of inclusivity and diversity and teacher's flexibility and adaptability with its impact on differentiated instruction. I have presented empirical and policy-related reviews in detail under my theoretical underpinning of social constructivism. I have shown the research gap for my study. Finally, I have presented a conceptual framework, which is the clear roadmap for my research journey.

CHAPTER THREE

METHODOLOGY

In this chapter, I articulate the procedural part of my research journey. In so doing, I discuss my guiding research paradigm: interpretivism. To remain faithful to the methodology I have adopted for conducting narrative inquiry strategies. I have started this journey from my own told and untold stories. Then it discussed the research method I have employed in this study. It follows the information about the research site, selection of participants, and information collection technique. The chapter dealt with the information analysis and interpretation process. The chapter's final part presents the study's quality standard to authenticate my research and the ethical considerations that I accepted during my investigation.

Philosophical Considerations

This section deals with ontological, epistemological, and axiological considerations of research concerning the construction of a student's identity.

Ontology

In my sense what reality is to me may not be similar to what reality is to my research storytellers. The ontological issue shows the nature of reality and its characteristics (Creswell & Poth, 2017). So, it concerns the nature of reality for being or existence. In simple terms, ontology is about what can exist in fact. In my study, the reality is multiple, each being shaped by the teachers' understanding and perception based on the experiences they undergo. I believe in various realities so I have followed the interpretative research paradigm. My focus is on the perception of the teachers and their ways of fostering the diverse-ability of the learners at basic-level schools. This study follows the idea that the world has no objective truth. This research concentrates on the participants' understanding, feelings, and reflections that are mostly multiple realities.

Epistemology

What is knowledge to me? The epistemological stance in my study is based on how I know and what I know to get actual information. I t views that knowledge is generated by the interaction between researcher and research participants (James & Busher, 2009). For a critical researcher, knowledge comes from spending

considerable time with the narrators and understanding their experiences and ideas based on their context. As a storyteller, I have tried to lessen the distance between myself and being researched (Creswell & Poth, 2017). On the other hand, I have emphasized how I know the worldview and what made me claim its truth (Neuman, 2016). Therefore, I agree that the interaction between researchers and research participants generates knowledge. I understand knowledge is unstable, subjective, and individual based on personal nature and experience.

Axiology

Axiology deals with the value of something. For me, the choice of basic value is personal since values are subjective and relative. Each individual has a sort of value. They are different in their ways of thinking, perceiving, analyzing and understanding. As the research follows the interpretative and critical paradigm, I have explored my values and beliefs, along with the values and beliefs of my research narrators, while conducting the research. How my research storytellers have answered my queries is value-laden, and how I have interpreted what they have expressed to me is also value-laden. However, I have tried my best to be open to the ideas and involvements of my research narrators and have not dismissed the ideas that do not match my values.

Interpretive Paradigm

An interpretive paradigm guides my research. It enabled me to engage in school contexts where there are practices of differentiated instruction. It helps me understand the context-based realities of the practices. Here, realities are different from participant to participant regarding identifying students, their needs, and how they learn. Barkhuizen, Benson & Chik (2014, p.87) state, “Qualitative studies, more generally, are never “objective” in this sense, and there is, indeed, often an explicit acknowledgment that they are necessarily subjective and interpretive”. I elicited teachers' meaning and action when using method-based teaching strategies. In this process, I focused on the principle of intersubjectivity. To be more specific, I used mine along with the researcher's perspective for generating the meaning.

Narrative Inquiry

As an interpretative researcher, I delved into the teachers’ understanding of their methodological strategies in the classroom. Therefore, for preceding the research, I purposively selected two schools’ English teachers and made constant sittings for their stories.

In the information collection process, I explored their idea in a storytelling way from their childhood days to the present teaching classroom (Webster & Mertova, 2007). Their tacit knowledge shows an understanding of using differentiated instruction in the school. A deeper understanding comprises a broader focus on the social, political, historical, and economic forces shaping the pedagogies, curriculum policies, and schooling system in which teachers are occupied (Taylor & Medina, 2011). While immersing in the activities, I made open interactions with the research participants, putting myself in their shoes and looking through their perceptional stories on differentiated instruction in English language teaching classroom activities. I made my own choices regarding the context, preferences, opportunities, and research constraints (Walsham, 2006). Specifically, I explored their inner understanding of learners' diversity and teaching strategies to fulfill the diversity in our English classroom.

The focus of this study illuminated the experience of differentiating instruction in basic-level classrooms using semi-structured interviews. Therefore, this study utilized a narrative inquiry to understand the implications of teachers' experiences with differentiated instruction and how these are linked to teachers' perceptions in the basic school classroom. Using an interpretative research design for the current study was the most appropriate for collecting teachers' experiences using differentiated instructions. The plan facilitated gathering data through teachers' perceptions and exploring teachers' experiences using differentiated instruction.

Research Site and Selection of Participants

As the participants in a narrative inquiry need to have experienced teachers to be explored, a goal of the study to interview was the teachers currently implementing differentiated instruction in their classrooms. I selected Butwal Sub-Metropolitan city in the Rupandehi district in Lumbini Province as a research field. More than 80% of the teachers are certified with the required qualifications. The perception of teachers utilizing differentiated instruction in grades 4 and 5 was chosen as participants. I purposively selected two model government-added schools, thinking those schools were awarded by the government, recognized as model schools, and had socially higher social status. I regarded that the teachers of those schools might have better knowledge about proper perception and practices on differentiated instruction in classroom practice.

This study aimed to bring out teachers' understanding of differentiated instruction narratively. To fulfill this aim, I interviewed four basic school English teachers. I purposively selected three female and male teachers from the community schools. I dug out my data from the participants by applying unstructured interviews through the rapport-building process. In the data collection process, Willig (2013) states that data collection aims to maintain a comprehensive record of participants' words and actions. It shows that no part can be lost "in translation," which needs to be taken care of by the researcher (Webster & Mertova, 2007).

Information Collection Method

In qualitative research, unstructured interviews are usually the sole source of data collection (Di-Cicco-Bloom & Crabtree, 2006). I collected the information with the unstructured interview in a narrative way. Based on the collected information, I sat down for the meaning-making process. I made categorizations for newer ideas (Webster & Mertova, 2007). I put similar categorized pictures together, which assisted me in finding themes. I regarded themes as the core parts of the study. I generated themes that led me toward analysis and interpretation.

One of the most common ways of learning about others' perceptions and experiences was by asking them to share their feelings and opinions. The process of asking questions and answering is interviewing in its simplest form. So, an interview can mean a conversation ranging from casual to structured or formal. For this research, I considered all kinds of discussions with my participant teachers as important data texts. This study utilized unstructured interviews to gain insight into elementary teachers' perspectives on using differentiated instruction (Barkhuizen, 2014).

Information Analysis and Interpretation

This process helped the researcher to be aware of any biases related to the differences. This allows the narrative investigation to be seen in a new and fresh light and asserts that with practice, a researcher becomes more receptive and open to knowing a narration.

Thematic Coding Process

Familiarizing myself with the data was an essential first step in the coding process. Spending the time to immerse myself in the narratives, and reading and rereading the transcripts, assisted me to develop a sense of familiarity and connection with the information. This process made me grasp the nuances,

emotions, and context embedded within the narratives (Saldaña,2016). Generating codes that captured the essence of specific ideas or actions required careful attention to detail and an open mind. It was very important to capture the most important features of the narratives while maintaining the integrity of the participants' voices.

As I continued, the themes began to emerge naturally from the codes. Saldaña (2016) views the repetitive nature of the process as having compelled me to constantly review, refine, and redefine the themes. This refinement process sharpened my analytical skills and deepened my understanding of the narratives. Applying the themes to the entire dataset was a time-consuming process. Forming a thematic map was a transformative step in my research journey. This thematic map served as a guide throughout the analysis. I was ensuring a coherent and comprehensive interpretation of the data. It was a satisfying process that allowed me to give voice to their narratives and contribute to the broader understanding of the research areas.

Quality Standards

During my study, I collected and analysed the data using the view of credibility, transferability, dependability, conformability, and authenticity. In the current research, interviews were provided to clarify the exactness of interview transcriptions through member checking. The interview queries for this study are the foremost acceptable for the goals of the current analysis study as they need to be shown to gather information concerning participants' experiences with differentiated instruction adequately. So, they were less likely to be anxious, unforced, or have other problems that would interfere with their participation.

Trustworthiness

Trustworthiness for Gunawan, (2015) Trustworthiness is one of the significant quality standards of social research. I believe that reliability can be attained through four considerations.

First, credibility: To achieve 'credibility,' I went through a 'prolonged engagement' in the field and surely 'displayed a learning process throughout the research period. To generate the data for my research, I selected a field, met my participants, and remained with them for a prolonged period. I met my participants and talked to them several times, sometimes only for a few minutes and sometimes for an hour or even more. To gain credibility, I possess the knowledge, skills, and

dedication required to tailor my teaching approach to meet the diverse needs of my students. It results from years of professional development, ongoing learning, and a genuine passion for education. To build credibility, I communicated with students, explaining the rationale behind it. My credibility assures that I am not simply implementing a fashionable educational approach but have a deep understanding of its principles and its potential to benefit our children. Second, dependability: As an interpretive social science researcher, I remained consistently careful in conceptualizing, data collection, and analysis, strictly following the norms of interpretive research tradition. I remained engaged with the participants and consistent throughout this research. T

Third, transferability: It is expected that qualitative research findings should be transferable. To acquire the quality of transferability, I used a rich and detailed description for the readers so that they can compare their social context and situation and make meaning. This quality is connected to the quality of credibility which confirms the prolonged immersion with the research participants. I have understood that my prolonged immersion is justified if I present a rich and detailed description of the data collection process. Fourth, conformability means showing how a researcher receives answers in the interview. It was important to explain how I track the interview in qualitative research. The replies of the participants depended on the way I asked questions. I confessed that it was difficult to access the potential data initially. I initially talked to a few teachers, asking them to share about differentiated instruction. They shared almost nothing because, for them, it was easier to say ‘no’ and avoid me. Therefore, in this research, I was serious and careful about asking questions, not to force them to answer but to express their perceptions and feelings in their way.

Authenticity

According to Lincoln et al. (2011), qualitative research should have the quality of a ‘fair’ representation of the participants; be educative, catalytic (being careful to help the participants identify their problems), and tactical (finding ways how research can empower the participants in their professional life). My participants were aware of the learner’s differences and were serious about addressing them in teaching. However, after having several conversations and asking them to think about the practical differences visible in the classroom, they felt those differences more effectively. They took such learning differences more

positively. So, I am convinced this research helped my participants understand their profession in deeper detail. Understanding their profession certainly empowered them to identify their problems and prospects.

Pedagogical Thoughtfulness

I assume that one of the essential qualities in this research work is the quality of pedagogical thoughtfulness. I am assured that this work brought evocative and dialogic effects to the readers. This quality triggered the readers' perspectives and reflections on the issue of learners' nature in English language teaching contexts. This study did not merely collect the data but also bring it to the context of the activities and perceptions. As a result, the readers had a clear understanding of the context and the issues, and they had a dialogue on the issues raised here.

Temporality, Sociality and Spatiality

In this study, I explored the teacher's stories regarding temporality, sociality, and spatiality, which are the core of my narrative inquiry. Stories are intrinsically temporal as they unfold over time, encompassing past experiences. When conducting narrative inquiry research, I acknowledged and engaged with the temporal dimensions of the narratives. This involved the chronological sequence of the events and recognizing how individuals construct and reconstruct their stories over time (Clandinin, & Connelly,2000). Thus, temporality acknowledges the dynamic nature of stories and the significance of the temporal dimensions in shaping human experiences.

Stories are not isolated entities that are inherently social, shaped by and embedded within social contexts. In this study, I have recognized the social nature of storytelling and aimed to explore the relational aspects that underpin narratives. Clandinin and Connelly (2000) say this involved understanding how individuals' stories are influenced by their interactions with others' cultural norms and societal structures. By attending to the societal dimensions of narratives, I could uncover the collective meanings, shared experiences, and societal identities that emerged from the storytelling. Sociality focuses on narratives' relational and contextual aspects, recognizing the social influences that shape storytelling.

The spatiality of narrative inquiry lies in its ability to illuminate subjective experiences, personal interpretations, and the hierarchy of human lives (Clandinin, & Connelly**,** 2000). Through the use of unstructured interviews, life stories, or

personal narratives, I captured the depth and richness of individuals' experiences, emotions, values and meanings (Clandinin, & Connelly**,** 2000). Spatiality highlighted the distinctive contribution of narrative inquiry in capturing the complexity and subjectivity of human lives.

Ethical Procedures.

Ethical procedures provide a framework for individuals and organizations to make decisions and take morally sound and socially responsible actions. Following ethical principles helps maintain trust, promote justice, and contribute to the betterment of societal relationship.

Informed Consent

I maintained free consent to available research, which is frequently asserted, and they could withdraw at any moment after receiving complete and truthful information (Hammersley, 2008). I also elaborated on the study's nature and purpose so that they could cooperate with me. I made my participants feel at ease by explaining to them that the information must be given without any confusion.

Privacy and Confidentiality

As a researcher, I was aware of the importance of preserving confidentiality regarding the information gathered from my participants, believing that the information they shared with me was sensitive. I had already told them I would not disclose their data for any reason other than using it in my research, and I stood by my word. They only shared their personal opinions and information with me. As a result, before making their data available to the readers, I did not share it with any other colleagues. I used the pseudonyms of the participants and their schools to maintain confidentiality.

No Harm

Planned interview questions need to comfort the participants without harming them in their future lives (Axelson & Flick, 2010). Referring to this, I was more careful about not breaking my participants. I was more conscious of whether my activities harmed my participants. To avoid the risk of harm, I used polite language, did not mention the name, and made appointments at their convenience, time, and venue. I respected the values and decisions of the participants.

Before any steps were taken, the School of Education, Kathmandu University, requested approval to conduct the study. In Addition, I asked the permission of the school administration to conduct the research. I selected the

teachers from appropriate grades and requested them to fill out the consent form. I interviewed only those teachers who showed interest in participating in the study. Creswell (2007) states, “To gain support from participants, a qualitative researcher conveys to participants that they are participating in a study, explains the purpose of the study, and does not engage in deception about the nature of the study.” The consent letter explained the research program's aim, clarifying the lack of risk factors for the participants and the opportunity to withdraw if they face difficulties. The further plan was conducted only for those teachers who had filled out the consent paper.

Reflection of the Chapter

To sum up, the third chapter of my research starts with the methodology section. I have described ontology, epistemology and axiology under the philosophical considerations. I have carried out the narrative inquiry method using the idler interpretative paradigm. I have mentioned the research sight and selection of participants. I have developed an information collection method. I have elaborated on information analysis and interpretation. I have described thematic coding processes. I have connected differentiated instruction with trustworthiness, credibility, dependability, transferability, authenticity, informed consent, privacy and confidentiality and no harm under quality standards. I have explored teachers' stories regarding temporality, sociality and spatiality. Finally, I have provided justice with my research with ethical procedures.

CHAPTER FOUR

DIFFERENTIATED INSTRUCTION IN BASIC-LEVEL CLASSROOM

In this chapter, I seek to answer my first research question. How do English teachers perceive differentiated instruction in the basic-level classroom? As we penetrate a diversified modern society, we cannot avoid learners' diversity in the classroom. Leading scholars like Gardner (1993), Tomlinson (2001), and Awasthi (2006), claim that diversity needs to be addressed in our classroom instruction.

Who are the Participants by their Voices?

During my field visit, I interviewed four different basic-level English teachers regarding the perception and practices of differentiated instruction. However, I found four different perceptual voices based on the same interview guidelines.

Nabina (Pseudo-name)

The early days were quite different from the present days. The girls were supposed to stay at home. They were not much encouraged by the family members. So there used to be a smaller number of students in the class. The government had made a provision for providing oil and flour for the girls in the school. The teachers were focused on traditional methods of teaching. They adopted memorization, recitation, pattern practice, and drills to teach the learning process. They may use to give hard physical punishment as they had their sole authority in the classroom. Teachers were considered as only the source of knowledge.

Thinking towards the teaching-learning process has changed. Teachers are not going to teach how they were taught in their time. Teachers are regarded as pathfinders. If they do not understand the subject matter generally, they adopt different procedures and techniques. Sometimes, they need to treat individual learners personally. If students do not understand verbally, they need to show it physically.

Students have different learnability. We need to provide extra support for slow learners. They need to be empowered and motivated towards learning. The teacher has to be tricky enough to maintain fast and slow learners in the same classroom. The teacher can deal with the classroom with different means of activities such as games, quizzes, debates, role-plays, etc., while teaching them. She

conducts various evaluation tools every day. She repeatedly shows different continuous assessment tools such as class tests, unit tests, and monthly tests.

She wants to make the diversified nature of the classroom. She handles the classroom with project work. She provides home assignments that help them recognize their neighboring and surroundings. She provides the learners with practical activities such as making a list of living things or non-living things found in their surroundings. They will present the provided assignment in front of the classroom.

She expresses her feeling that the learners do not speak because of fear of being wrong. She has to rely on written performance regarding their English learning level. As we have environmental exposure to the Hindi Language, we find some learners speaking mixing three languages: Nepali, English and Hindi. Silent does not mean passive students, but they prefer making internal monologues more than external ones. Some silent students, like Sarada Thapa, performed better in the written examination.

She shares that now teachers have a great responsibility in teaching-learning activities in which differentiated instruction plays a significant role in addressing the issues related to the learners. Although the government of Nepal and community-based schools are trying their best for their implementation, they are not able to apply appropriately because of the large number of students and trained teachers in the classroom.

Bibisha (Pseudo-name)

In the past, teachers were the only source of knowledge. Teachers (Gurus) were regarded as the incarnation of god. Students used to follow whatever they said. Fast learners were empowered by Gurus. Fast learners even used to get a chance to handle the classroom in the presence of teachers. They were loved but slow learners were given verbal as well as physical punishment in front of all the students. They were humiliated and dominated by the teachers. Therefore, teaching was teacher-centered. Now, the scenario of teaching-learning has been changed. Teachers are not dictators, rather they are pathfinders, prompters, facilitators etc.

She tells that some students may understand the text quickly but others may not. Fast learners are given a chance to teach slow learners. They used to handle the class in the absence of teachers. Nowadays the situation is a bit different. She opines that we need to find the reason behind not being interested towards the

subject matter. The core task of the teachers is that they need to find out the real cause of not being interested towards study.

This is the era of cooperation rather than competition. The fast learner needs to support slow learners. In the process of learning, we need to record the learner's attendance, punctuality, sincerity, regularity and so on. She asserts that the teacher has to map their learning in terms of extra-curricular performance as well. Besides textual learning, she provides project work to them.

To empower the learners, she places the less interactive learners with more interactive learners. However, she believed that introverted students form their ideas without speaking. They have a lot of debates, discussions, and conflicts within themselves internally. She advises learners to speak in the classroom, though they make ill-formed sentences.

She expressed her opinion that we find different varieties of learners in the classroom. Some students are gifted, whereas others are differently able. She gives the example of 4B student Nikesh Thapa, who shows very poor performance in Nepali but is average in English and talented in Mathematics. The math teacher told her he solves tricky mathematical questions faster than himself.

She viewed that differentiated instruction is crucial to apply in the classroom. Our classroom setting is not made for the implementation of differentiated instruction. If the number of students is not reduced, applying is almost impossible. Students need to be taught in terms of their interest in subject matters. She stated that if they wished for objective questions, we need to assess them in terms of multiple-choice items. We need to set the test items in terms of their learning level.

Nisha (Pseudo-name)

She recalled her childhood days as she was born and raised in a traditional and teacher-centered society. The teachers used to be the sole source of knowledge and authority in the classroom. There used to be a dominant role of teachers. We had to do whatever the teachers said. There used to be a few extra-curricular activities only on the days of the annual function. She evoked her days the Account teacher used to ask me at first and I had to play the role of the teacher for inviting others. The Maths teacher used to ask very quick short answer questions and we used to get badly bitten by a bamboo stick if we were not able to reply to them in time.

She asserted that the thinking era of teaching-learning has changed theoretically. We are not going to teach the way we were taught in our classroom. Although 45 students have different bases in the classroom, the teacher tries her best to deal with their needs, levels and interests. In such a case she tries her best to place slow learners with the faster ones so that the faster ones can assist the slower ones after completing his/her work. She shared her experiences that she can have differentiation mostly in internal evaluation. She can have some flexibility in-class tests, monthly tests, unit tests and so on but no such provision for half-yearly and final examinations.

She expressed her feelings that the classroom is full of diversity as it contains students from plain (Madhesi) as well as hilly (Pahadi) areas. She has experienced hearing multilingualism in the classroom (Nepali, Bhojpuri, Maithali, Hindi and English). She said that students fear expressing their feelings as they think they may make a mistake while speaking, so they do not like to speak. We cannot judge their performance in terms of their speech. She found very good students having no good speaking activities in the classroom.

She found having different learners with different abilities. In such classes, she focuses on slower students in mind that everyone could get a chance to learn. She even suggests the stronger learner helps the slower one. We need to bring sometimes even in front of the classroom for encouragement. She expressed her opinion that differentiated instruction is very situational in this diversified society. Our policy is also heading towards differentiated instruction, but the teachers are not getting proper physical support.

Gunadev (Pseudo-name)

A classroom consists of various students and their learning personalities. While teaching, he found that students of the same class have different interests, abilities and personalities because of their abilities, families, and social and economic background. A class is a group of multicultural and multilingual students. Students are encouraged to speak English inside the school boundary. All the subjects except Nepali are taught in English medium. So, students do not feel speaking English is much more difficult. But also, teachers encourage students to create an English environment by helping them to translate difficult words into their mother tongue. The teachers use different teaching materials to make the teaching-learning activities effective and interesting. Teachers use a projector to teach the

students about some content. Using audio-visual teaching methods helps students to learn the subject matter easily and also, and they show interest in learning.

Teachers use different teaching techniques to help the students. In the classroom, teachers provide them, with pair work, project work, and concept-based imageries and sometimes they guide the students by introducing and involving them in refreshing and creative activities like games, art and presentations based on curricular guidance. Students are kindly encouraged to learn by doing. As a teacher, we try to understand students' individuality, psychological condition and interest, before regulating teaching-learning activities.

Perception of Differentiated Instruction

Teaching and learning can be appropriately managed if we arrange them in the right setting. Differentiated instruction encourages classrooms as effective, live, engaging, relevant and interesting (Tomlinson, 2001). The contextual factor has a great thing to do in support of differentiated instruction. The participants have identical perceptions of DI. As Bibisha remarked with the converging idea: *It needs not only trained teachers but also a small number of students in the classroom.* In her opinion, *it is applicable if there are only 1o to 15 students, a maximum of 20, in the classroom.* In a similar context, Nabina expressed her view: *It is the real need of the learners. School administrations advocate this but it is very difficult to apply because of class size and trained teachers. We can apply in the classroom if we have only 15 to 20 students.* In the same context, Nisha opined that is *is good but difficult to apply in the classroom. It can be applied if the number of students is less. We have 40/45 students every day in the classroom so it is difficult to manage*

All three participants commonly raised their voices to many students as a major obstacle teachers must overcome. The large classes become increasingly difficult to gather and analyze individual learners' preferences, strengths and weaknesses. The class size may also impact the time available for meaningful interaction and collaboration among students. It is the present demand and cries for the day so not only our government of Nepal but also the whole world is in the process of adopting differentiated instruction in the classroom. It is difficult to implement because of the large number of learners in a classroom but not impossible. In a similar context, Gunadev says, "*It has only implied for about 65 % of differentiated instruction in the classroom because of a greater number of*

students". His voice shows that the number of students has become a more significant problem in learning.

Differentiated instruction acknowledges diverse learning needs, capabilities, and interests. As Tomlinson (2001) clarified, based on the principle that the "one size fits all" approach may not effectively accommodate the individual requirements of every student in the classroom. Through tailoring instruction, educators can engage students more effectively and allow them to grow at their own pace. It promotes a deeper understanding of subject matters and encourages problem-solving, critical thinking, and creativity, empowering students to explore and grasp the concepts in depth.

The large number of students in a class resents significant challenges for implementing differentiated instruction effectively; educators must seek ways to adapt and overcome these obstacles (Hinojosa, 2023). Focusing on targeted differentiation, utilizing available resources, fostering collaboration and seeking support from the administration can provide a more individualized and inclusive learning experience for the students, though it is in a large classroom situation (Vygotsky, 1978). Some of the strategies my participants adopted applying differentiated instruction are whole-class work, group work, pair work, critical thinking skills, project work, matching the class task with learners' ability, giving students agency, extra care for struggling and extra duty for bright learners, be a friend to the slow learners and implementation of continuous assessment.

Whole-class Work

The whole-class work refers to the teaching method in which the entire class engages in the same kind of activity with the teacher teaching to the group as a whole. It has been in practice for the long run. In the whole-class work, all students are engaged in the same activity with the same pace and style. It is one of the traditional practice systems of the teaching-learning process however we can modify its process now. Everyone in the class can hear what is being instructed at the same time. Students can get a chance to expose enough language models from the teacher (Tomlinson, 2001). The teacher can handle such sorts of instructions for many different purposes as delivering the aim of group work, concept clarification, showing the connection in different groups or individual learners and summarizing the instructional activity. Sufficient cooperation and practical field should be an important option to meet a lot of diverse necessities of learners' classrooms (Unal,

Unal & Bodur, 2022). The participants have converging ideas regarding whole-class work. In this context, Bibisha stated: *I found any sort of method that involves the whole-class in the classroom as the best. If there is more involvement with them, they suddenly bring creativity and productivity in the classroom.* In a similar perspective, Gunadev recalled his perspective as *I focused on learning in collaboration. I always suggest them learn to teach other students that is to say learn to be a teacher. I found making some points clearer by their peer.* Both of them focus on the whole-classwork providing opportunities for collaboration and interaction. Working with classmates, doing group projects or engaging in group discussions enhances the learning experience. Their idea clarifies that learning has to be a shared purpose. Sharing signifies not only learning but also consolidating the idea. In this context, Nabina recalled her sharing, *In our time, we used to get only homework as recitation of the lesson but at present, students in the classroom are provided with project work like finding and listing 20 living and non-living things in your surroundings.* She further says *that they have to go to the field, collect information and present it in the classroom. Such events are conducted once or twice a week.*

Nabina has shared the unique example of whole-class work as project-based learning. It involves the entire class working together on a project that requires them to apply knowledge and skills to solve real-world problems or explore topics in depth. In such a case, Nisha narrated her conversing idea*: We have 45 students in a class as a whole who are from different bases. I ask quicker students to help the slower students. We need to sometimes bring them in front of the class.* Nisha shared her idea that by creating a collaborative learning environment student learn from each other and be able to share what he/she has learnt with their peers. With effective facilitation and support, the whole-class serves as a powerful platform for sharing experiences that empower and promote learners' personal and academic growth.

The whole-classwork has its merits as it involves all the students in the classroom. It helps in terms of community-building, project work and classroom management. Learning becomes consolidated and long lasting if we teach others. Learning. Whole-class work provides the opportunity for acquiring knowledge, developing skills, and creating meaningful connections with peers and teachers. Collaborative classwork develops teamwork, communication skills, and the ability

to appreciate diverse viewpoints. Classwork provides a dynamic platform for learning, growth, and personal development. Teachers can create a more inclusive and effective learning environment by granting opportunities for individual exploration, cooperative learning, and targeted intervention.

Group Work

Group work is one of the instructional techniques in which students in the classroom are divided into many different small groups. Normally, each group combines slow and fast learners in the same place (Sebastian, 2016). We can form a group of learners in terms of learning capabilities. The work should include different skills and should not last more than half of the period. Group instruction increases the amount of interaction among the students. It promotes learners' autonomy by allowing students to make their own decisions in learning (Tomlinson, 2001). It empowers learners to use language co-operatively and interactively concentrating on the function of language rather than form. It gives a real experience of spontaneous interactions, including composing what students want in real time and sharing their expressions. Bibisha clarifies her idea that *the interactive group work method is helpful in the teaching-learning process.* In a similar contest Gunadev shared that *after listening to the students' short responses, I divided the class into different groups, gave them tasks having different levels and made them all involved in the subject matter.*

No doubt, group work provides a lot of opportunities for learning and sharing ideas freely. They can get a chance to exchange their feelings which builds their interactive ability. In a similar context, Nabina recalled the story as*:*

There are 45 students in the classroom. I normally follow group work activities in the classroom. I divided the class into four/ five groups. I form a group involving both fast and slow learners together. Nabina's view is tallied with the idea of Nisha*: I prefer group work in classes like four and five as there is a large number of students. I give them project work. I place slow learners with the faster ones and ask to support them if needed.*

These three participants shared a common feature of the collaborative process of learning. Students actively engage in discussions, share ideas, and contribute their unique insights and perspectives. By working with faster and slower learners, they can develop their communication skills, learn to appreciate diversity and build empathy and respect for their friends (Sebastian, 2016).

Groupwork facilitates shared learning experiences. It develops a platform for knowledge exchange, where everyone can contribute their unique idea, thoughts and perceptions (Vygotsky, 1978). With the help of group work, participants can broaden their understanding in depth, consolidate their ideas and develop their communication skills.

Pair Work

Two students sharing a particular topic in the classroom is a pair work. Pair work makes real communication in the classroom which promotes easier language learning. Composing dialogues, finding similarities and differences, describing pictures, question-answer discussion etc. can be better instructed through pair work. It is one of the best ways to increase classroom participation (Tomlinson, 2001). It can be used in a real or artificial situation.

As Bibisha narrated her experience *in terms of subject matter, we conduct group work, pair work, project work, and individual work for differentiated instruction.* Vygotsky (1978) also talks that it is a learning technique where students work in pairs to achieve their learning objectives. Pair work can be used in a variety of subjects including language learning, social studies and so on. Pair work enhances active participation and engages the learners in the language-learning process. In a similar context, Gunadev recalled his sharing*: Usually, I let them exchange their exercise book with their pairs so they could get a chance to think in pairs and share.* Pair work is incorporated into the think-pair-share activity to deepen understanding and critical thinking. Here students pair up a partner. Instruct them to share their thoughts and ideas. Encourage active participation in listening and discussion.

As Nabina narrated *I apply pair work for reading tasks. In pairs, students with similar capabilities are asked to read the text.*

Pair learner reading competition can be a fun and engaging activity to promote reading comprehension and fluency. The teacher divides the class regarding students with similar reading abilities to ensure fair competition. The teacher either assigns pairs or allows them to choose a partner. Furthermore, Nisha exemplified pair work in her class as *I have tried to apply the student-centered techniques class in Four "B" where I have repeatedly asked several questions. They ask, being frank and open-minded, several questions based on texts as well as outside knowledge.* After pair discussion, the teacher asks learners to reflect on the

conversation they had with their partner regarding textual and outside worldly matters.

Pair work allows one to work closely with the partner to foster a sense of responsibility and accountability to contribute to the task at hand (Vygotsky, 1978). The active involvement in pairs promotes a deeper level of thinking and analysis. In this process, learners exchange their ideas feelings and consolidate their answers. It promotes active engagement, enhances interpersonal skills and fosters new learning. Therefore, pair work serves as a valuable tool for collaborative learning, which helps solve real-life problems.

Critical Thinking Skills

Critical thinking shows a set of cognitive abilities and dispositions that enable students to analyze, evaluate, and synthesize thoughtfully and independently. These skills are very important for students to find the complexities of the world and become lifelong learners. As Xu, Wang & Wang (2023) argued critical thinking represents the capability of analyzing information accurately with justifiable reasoning. A critical analysis is made based on derived data, research findings, observed facts, etc. It is part of critical thinkers to draw a reasonable conclusion based on the pros and cons of the issue raised for a specific solution (Vygotsky, 1978). Students who can think critically can perceive the subject matter in no time in their own words. Bibisha stated her experience regarding introverted and extroverted students: *I have found even introverted students have better potential than extroverts. Introverted students form their ideas without expression outside. It doesn't mean that he's not doing anything.* She further tells *such students to make a lot of internal conflicts, debates, and discussions critically but only they don't speak. So, we need to ask questions them time and again.* It is part of teachers who have to show activeness in finding hidden capabilities critically. She shows the example of 4A, *there is a student named Hari Rana (pseudo name), he does not speak very much but writes answers immediately. He does not participate openly but if we ask he answers. We understood him after a long time.* Based on Bibisha's experience, we can understand that the teacher has to make constant watch and frequent interactions with the learner. We cannot judge the just-looking outer performance.

In the words of Xu, Wang & Wang (2023) pointed out that the integration of different activities, assignments, and instructional strategies promotes analytical

thinking, communication, problem-solving and evaluation. Teachers can empower learners to become active and independent thinkers who can solve the complexities of the world with their confidence and insight. The idea of Gunadev can be tallied with the idea of Bibisha: *some are silent but talented and speak more but they do know the text properly. There is a silent student named Sarada Thapa 3rd ranked in the class but very good at reading.* Despite their inherent strengths, both introverts and extroverts face certain challenges in the realm of critical thinking. Extroverts also might find time and space difficult for self-examination and deep analysis.

The connection between critical thinking skills in terms of personality type has highlighted the unique contributions and challenges. Recognizing and embracing these differences creates a balanced learning environment that nurtures proper critical thinking abilities.

Project Work

Project work is a student-centered approach involving investigating a specific topic or problem over a provided time. It is designed to provide hands-on and practical experiences that engage learners actively in their learning activities. Learning becomes meaningful if we involve them in practicality. Learning by doing helps learners achieve success in their lives (Tomlinson, 2001). Project work builds competency in learners. It is a skill-based learner-centred technique. As Gunadev depicts his ideas regarding the implementation of project work:

I provide them with project work to compete at home in collaboration with their brothers/sisters or other seniors. They work together with their family members. He further says that *they interact with family members, gather information about relatives' names, birthdates, birthplaces and other details, and prepare a family tree*. This kid of sharing develops their interpersonal skill, sharing ideas and rationalizing their views. As Hidayati, Novianti, Khansa, Slamet & Suryati (2023) argued their communicative skill is developed if only they take part in their interactions. Nisha shared her students' wonderful impressionistic tasks: *Yes, we assign extracurricular activities for the learners. When I asked them to prepare the first aid box, I was impressed to see their wonderful tasks. I found them enthusiastic about preparing the box.* It shows that the learners are excited when we provide then project work. They learn in fun through project work.

Nabina shared a similar example as Nisha had: *as a project work, I asked them to prepare money saving box (Khutruke) for class three and taught them to save*

money in it even providing seed money for the first few ones. They go home and design and decorate the money-saving box. They can use coloured paper, stickers, paints whatever things are available at home. Determine money-saving goals and objectives and saving planning. Discuss saving techniques. She further shared her other project works. *I ask them to collect herbal plants found in their locality and ask them to explain. I divided the class into two groups and asked one group to ask questions and the other group to answer them.* They discuss different herbal plants and their importance in our lives. The discussion helps their rational skills, Hidayati et al. (2023). They collect the plants with the help of their parents and present them in the school.

The project work at the basic level learners found to make learning more meaningful and engaging, applicable in real-life situations. It enhances learners' critical thinking, sense of team building and communication skills. With the application of project work, basic-level learners are found to be active in their education, building the foundation of knowledge and skills that can foster a love for learning that extends beyond the classroom.

Matching the Class Task with Learners' Ability

Learners' ability indeed varies in terms of the learners. So, it is essential to match the task's difficulty level accordingly. Students need to be given the learning task in terms of their needs, levels and interests (Vygotsky, 1978). Students become more engaged in the learning task if they get the appropriate problem (Tomlinson, 2001). Some learners may need more time to complete the task, while others may complete the task in no time. To accommodate such a situation, the teacher has to provide flexibility in the deadline and offer additional resources for needy students. This situation ensures each student progresses at their own pace without feeling left behind (Smita, 2023). Experience teachers say that learning takes quickly when all the learners reach the appropriate mental level to understand the theme of the text.

Bibisha said that there are different kinds of learners in the classroom so we need to match their tasks with their abilities.

All the students have their own kind of intelligence. Some are differently able and some are gifted learners. Sometimes we have to behave them as a student and sometimes as a friend. She further elaborated that *sometimes we can give a topic to the learners and ask them to do and we need to be involved in the given topic*

ourselves so that they may feel, the teacher is also participating in the same topic with us. She exemplified from her classroom that *in class 4B named Nikesh Thapa. He is very poor in Nepali, average in English but very talented in Mathematics. He can answer the questions before the teacher solves them on the board.*

The teachers need to understand students' abilities before granting the tasks. The teacher involves differentiated instruction, provides scaffolding, or offers different activities (Vygotsky, 1978). If tasks are difficult, teachers need to participate with the learners as learners do. In this regard, Gunadev noted the following habits: *Reading stories empowers natural learning. We need to pave them towards the proper use of social media. Our children are over-exposed to the Hindi language. We need to focus on either English or Nepali language.* Matching the task with their abilities is a continuous process and we need to pave them in terms of societal demand. Learners of boarder areas (Terai districts) are over-exposed to the Hindi language, which is the biggest problem for learning English. For a better learning situation, we need to create either an English or Nepali learning environment.

Nabina stated her excitement in the learner's performance as encouragement. *I encourage them to say "Wow" if I find any better performance. Sometimes we scold them to discourage them. Bishal Parajuli is very indifferent to learning, he is not very good at studying, but he is good at drawing, games and extra-curricular activities.* It requires a deep understanding of each student's unique abilities and flexibility in adjusting and designing tasks. Learning can be achieved in no time if learners' abilities and tasks match.

Matching the class task with the learners' abilities is an important aspect of teaching and learning. Teachers can understand the importance of tailoring tasks to the unique abilities and needs of the learners. By understanding the prior knowledge, learning strategies and skills, the teacher can get a great insight into their abilities and design the tasks to carry out their needs. It is a dynamic and ongoing learning process. With the help of this matching process, the teacher can create a supportive and inclusive environment that promotes growth and achievement for the learners.

Giving Students Agency

Giving students agency shows a transformative process that empowers learners to take ownership of their learning. Students need to be made more

responsible for their learning. Learning becomes successful if they take their strain of getting new knowledge. Students need to be active in themselves rather than passive recipients (Tomlinson, 2001). This can lead to increased motivation, a greater sense of purpose, and a willingness to put in the effort required to achieve their goals. By allowing them to take responsibility, we can make them independent thinkers who are equipped with the skills and mindset necessary for success beyond the classroom. In this regard, Bibisha affirmed with her classroom example, *I have an example of a Grade 4A, student named Milan Giri, not very extroverted but he can understand the subject matter very soon.* She exemplified *one day, when I asked his friends why he was not able to share his idea properly they replied that he is not able to speak because of fear of the teachers.* She further says *I told him that we teachers become happy if students express their thoughts, feelings and ideas. I even talked to his parents and inspired him a lot even in classroom teaching.*

As students are given the agency, they become active participants in their learning. They are no longer passive recipients of information but rather engaged individuals who have the opportunity to shape their educational experience. This sort of dynamism fosters a sense of ownership and responsibility (Smita, 2023). By encouraging learners to make decisions and solve problems independently, they become able to analyze the situations and arrive at their conclusions. As Gunadev added advocacy on the student-centred approach as th*e student-centred method is the best. I focus them on learning in collaboration. I always suggest that they learn to teach other students, that is, learn to be a teacher. I found making some points clearer by their peer.* Correspondingly, Gunadev continued his idea regarding students' agency.

There are faster, medium, and slow learners. We can provide the task as they can. If they love multiple choice then they should be given the same. For the slow learners, we can ask the task of low level. Giving agency in the classroom is a transformative approach that empowers learners to take ownership of their class learning (Trisnani, Hidayah, Ramli & Indreswari, 2023). They not only think of their own but also of peer groups. They have a firm belief in helping others consolidate their learning. In a similar context, Nabina opined that students who fear being ill-formed sentences cannot express their thoughts. *We need to repeat the things taught repeatedly and even show them visual materials.* She further said *some students have good written English but do not speak it because of fear, of*

being wrong. I can predict who can and can't because of their written performance but they do not like to show.

Teachers need to cultivate intrinsic motivation for their learners. These intrinsic learners' curiosities, satisfy their desire to learn and transform education into a significant experience. Nisha expressed her thoughts regarding extroversion and introversion. *We find different types of students in the class. We need to try finding their problem and solving them in particular. Some are introverts and some are extroverts.* She further said. *We have a student in 5 "B" Supriya K.C. who seems to be very much silent in class but did very well in the final examination. We have known her lately. There are some other students like Sanjog.*
In the same way, she explained *in Class Four "B" that Bishwas Gurung and Dipesh Thada are extroverts but do not understand the text in depth.* In general, the learner who speaks more is found better but is not always the case. Giving students agency does not mean teachers are away from their responsibility. The teachers still have to provide support, and guidelines to ensure that they are making their informed choices and staying on track. It has transformed the classroom environment and nurtured a sense of upliftment and self-efficacy in the learners. By valuing learners' choices, abilities and voices, the teacher can support them.

Giving students agency is a transformative educational process that empowers students, nurtures their independence, and cultivates love for learning (Vygotsky, 1978). By tailoring learning experiences to their performance and abilities, we can create a more personalized and meaningful learning environment. This process accepts that students are active participants in their learning and helps to foster a sense of belonging and achievement.

Extra Care for Struggling and Extra Duty for Bright Learners

Teachers need to create an equitable environment in the classroom. They need to provide extra time for slow learners and higher-order thinking tasks for bright learners at the school. As Trisnani et al. (2023) argued, their friends will always leave slow learners behind, but this does not imply that they cannot go forward. It simply implies that they slowly will grasp the learning items. Teachers need to provide extra support for their upliftment (Tomlinson, 2001). A good teacher should try to bring out shy and quiet learners and should provide extra work for faster ones. The teacher needs to be balanced and evenhanded in treating all the students in the classroom.

Bibisha stated regarding the placement of the students:

The students who do not speak are placed with the students who speak in the classroom. I suggest they speak though they make the wrong form, mix code, etc. Sometimes they ask us to translate into English, sometimes, they ask us to write on the board. Bibisha further explained that *students have different abilities. So, bankingstudents may support weaker ones. Sometimes, we may go near them and encourage them to speak. If they are not able to understand a concept, we may repeat time and again.*

It is the most important task for teachers to identify struggling learners and support them in the necessary aspects. These learners often require additional assistance, patience, and tailored concepts effectively. Adopting a personalized approach to their education helps cultivate a sense of belonging and encourages them to improve. In a similar context, Gunadev elaborated on the interest of the learner: *If the students are not found ready and interested then the teacher should check whether their teaching is good or not.* He continued that *If students are found less active and ready to solve the problem, they are either placed near the talented students or given an interesting subject matter to solve. The teachers should employ different teaching strategies like differentiated instruction, muti-intelligence techniques, and individual-focused guidance to accommodate their learning strategies.* As Nabina elaborated in terms of the learner's ability: *Students have different levels so we need to differentiate our instruction in terms of their abilities. For example, if we give a sentence to write some show the proper sentences but others may just sit catching a pen.* She further enlightened me that *some may tell a sentence loudly in no time. We need to provide extra care for slow ones. It becomes a bit difficult to complete the course on time because of slow students.* All three respondents mentioned above have similar responses regarding learners' abilities. They viewed that only by recognizing the level of the learners, teachers can create a harmonious learning environment that supports the input for struggling learners.

By finding struggling students in the early hands, we can address their needs promptly and provide the necessary support. Individualized attention, such as one-to-one tutoring enables struggling students to grasp concepts at their own pace (Vygotsky, 1978). Implementing differentiated instruction, including alternative explanation and teaching aids help to accommodate diverse learning styles. Recognizing the abilities and potential of bright learners is essential to ensure their

continuous growth and development. Thus, extra care for struggling students helps them overcome challenges and build confidence, while extra duty for bright learners ensures their progress.

Be a Friend to the Slow Learner

Being a friend to slow learners goes beyond academic assistance. It shows building a connection with the students, understanding their challenges and fostering a sense of trust and comfort. Teachers should replicate reliability in their habits and manners. Trisnani et al. (2023) argued they need to show friendlier behaviour to the slow learners even if they submit their tasks late. They need to show love and affection in all the ups and downs. It fosters a greater level of interaction when friendship is developed. Unknowingly, the student starts respecting the teacher. The student feels grateful and comfortable with the teacher because of his attention. Then, the student obeys whatever the teacher says. In this context, Bibisha recalled not being interested in learning: *At first, I had to find the interest of the learner. If they are not interested we have to find the reason for it. It may be because of the difficult lesson.* She further said that *it may be because of laziness. The reason behind it is the most important part the teacher must find out. So, I ask even with their friends for a specific reason not being up to date.* Slow learners may face specific challenges that can lead them to become marginalized and disconnected from their peers (Sebastian, 2016). As a teacher, it is essential to emphasize their struggle and understand that they require additional time, patience, and support for updating the things taught. Gunadev also had a similar experience: *I inspire all sorts of learners those who can do anything in their way. They can be inspired not to feel frightened.* He further argued, *that we need to have home visit programs or have TPM (teacher-parent meeting) time and again because some students may have invisible physical or other sorts of problems which the teacher may not understand in a formal setting. Encouragement and inspiration make a learner-friendly environment. If learners find their teachers at their homes talking with their parents, teachers not only get chances to learn from the learners informally but also learners-built confidentiality with the teachers.*

Properly utilizing hands-on activities, and visual aids, and breaking them down into manageable chunks can enhance better understanding and memory. Better patience, and providing clear and concise instructions can go a long way in helping slow learners overcome obstacles and build confidence in their abilities.

Nabina further stated that she even demonstrated in the outside field: *There are different levels of learners in the class. We deal differently with different learners. Sometimes we bring it in front of the class, sometimes we ask them to solve it practically*. She exemplified that *Suraj Budhathoki did not understand wild animals and domestic animals with just verbally although taught many times so I brought him outside and showed him cats and other animals and taught them practically.* As *Nisha* opined being close friends with them, they share everything which helps them in learning: *We behave with our students as friends which was not in our time. They can easily ask question's answers or anything from the text. They share about even homely matters.* Learners' stories tell the happiness and sorrows formed in their minds which play a key role in their learning. learners feel free if they can share their stories as friends.

By fostering genuine relationships, valuing the learner's contribution, and providing necessary assistance the teacher can direct their educational journey with self-confidence and progress. Collaboration with guardians and other stakeholders is very crucial (Vygotsky, 1978). The teacher has to maintain open communications with guardians regarding report updates and seek their input and insights. Trisnani et al. (2023) claimed that by working together as a team, we need to provide necessary support and ensure that slow learners receive consistent guidance at school and home. It requires empathy, understanding, patience and differentiated instruction.

Implementation of Continuous Assessment

Continuous assessment is an ongoing process of evaluating learners' achievement throughout the course. It is implemented by incorporating various assessment, methods such as quizzes, projects, presentations and class participation. Teachers implement these assessments to gather information about students, knowledge, skills, and abilities. It helps teachers judge the progress of the learners indirectly. Osiesi (2023) claimed it is not based on only the final examination. Implementing continuous assessment for basic levels requires careful planning, clear communication, and regular monitoring. Class tests, unit tests, monthly tests, observation, and project work provided to the learners without pre-planned ways are examples of continuous assessment. It is conducted continuously along with the processes of teaching-learning activities. As Bibisha shared her ways of maintaining continuous assessment: *We check the exercise books every day for their continuous*

evaluation. We record students' attendance, punctuality, sincerity, regularity etc. She further clarified that *we check their progress and achievement in extracurricular activities. We conduct unit tests, monthly tests, terminal tests etc. for their evaluation. Integrating all these items we prepare the final evaluation of the learner.* It shows practical steps and actions taken to put into practice an ongoing process of evaluation. It is an indirect way of taking learners' base level of evaluation. Nabina's words are similar to Bibisha: *I apply pair work for reading tasks. Students with similar capabilities are asked to read. Sometimes I give them individual work in the whole class. I make their continuous assessment regularly through classwork, homework and class tests every day*. It means consistently assessing and evaluating learners' performance from different angles and modes rather than relying solely on a one-time exam system.

The earlier mentioned ideas are tallied with *Nish's idea*: *There are practices of class tests, monthly tests and unit tests informally in which teachers can get chances to modify and differentiate in evaluation in their way but we do have an exact provision for half-yearly and final evaluation.* She further said, *however, we can make the students understand the questions asked in the exam by reading the questions once or twice. We even support them in simplifying the questions.* All three participants have an almost similar view regarding continuous assessment. They viewed learners' real abilities can be mapped only through the application of formative assessment tools like class tests, unit tests, monthly tests, ways of solving homework and so on.

Osiesi (2023) argued that continuous assessment provides students with several opportunities to demonstrate their learning and progress. It can enable teachers to provide timely and specific feedback to the students, helping them understand their strengths and areas for improvement. It also encourages self-correction. Self-assessment, as students learn to monitor their progress and set goals for improvements. Thus, continuous assessment supports a holistic approach to education, focusing on ongoing growth and development rather than relying solely on one-time exams or summative evaluations.

Teacher-centered Provision

Our teaching-learning provision used to be based on the traditional system of the teaching-learning process. The teacher used to be authoritative to the students

while the students used to be dependent and passive. The teacher used to be the sole person in the classroom.

Nabina shared about her situation in the class *There was not any desk or benches rather we used to sit on the mat.* She got her basic education in the scarcity of physical facilities and traditional thought of teaching. She adds that *The teacher used to come to the class and give things to recite. The teacher used to give "dangerous punishments" like staying in the sun for a whole day, being a hen, and being beaten in the finger.* Students used to be frightened by the teachers. There was a greater gap between teachers and students. A punishment-focused approach may create an adversarial effect, where students perceive the teacher as authoritative. This situation can hinder trust, communication and the development of a positive learning environment. In the same context, Nisha narrated about *the dominant role in teaching and learning activities, no regular classes, and a few extra-curricular activities only at the time of the annual function.* According to her, *students never expressed their opinions, feelings and thoughts to their teachers.* They used to work only in terms of teachers' order. She remembers rare days having regular classes. She expressed her bitter feelings that she hardly got a chance to flourish in extra-curricular activities. Extra-curricular work was considered a separate part of learning. Similarly, Bibisha expressed that t*he teaching system then was very much teacher-centred. We had to listen and follow whatever teachers used to say. The teachers used to focus on talented students.* She further said *talented students used to be given classes for teaching in the absence of subject teachers. The remaining students used to feel dominated and unsupportive.* Talented learners were empowered by Gurus. Talented learners even used to get a chance to handle the classroom in the presence of teachers. Trisnani et al. (2023) argued they were loved but slow learners were given verbal as well as physical punishment in front of all the students. They were humiliated and dominated by the teachers. Therefore, teaching was teacher-centered. In the same way, Gunadev viewed: *We used to be frightened of them and even respect our teachers but now they are not afraid of their teachers.* The responses above show, that teacher-centred provision may not provide proper opportunities for the diverse learning needs and styles of the students. Every student has unique potentialities, styles, interests, and ways of learning, and a rigid teacher-centred approach may not be able to address the individual diversity of the learner. Instead, this approach may lead the learners to

disengagement, lack of interest, separation, and very limited opportunities for the learners to explore their interests and abilities.

To sum up, teacher teacher-centred approach may overlook the individual needs, interests, and abilities of the students. Classes used to be conducted only from the perspectives of teaches. In teacher-centred provision, the teacher's expertise and guidance are crucial in delivering knowledge to students but it is not perfectly judged. By prioritizing knowledge delivery over student involvement, there's a risk of hindering learners' ability to develop vital tasks and creativity. It can also hinder critical thinking, and problem-solving, which are the life skills of the present world.

The Difference in Individual Personality (Extrovert / Introvert)

No people are born alike. They have their sort of personalities. Their learning styles, interests, and aptitudes differ as they have different faces. Some children are calm and modest in the classroom whereas others show aggression. They are brought up with different mindsets, so they have different personalities. They have their features, weaknesses and strengths. Extroverted learners enjoy themselves with others, either through group discussions, collaborative projects or classroom interactions (Hidayati et al., 2023). The learning process may become more dynamic and stimulating when they get more chances to engage with their peers and teachers. On the other hand, introverted learners often find solitary and introspective learning ways. They may find themselves normally in a quiet and calm environment. They may prefer to process their information independently by writing, reading and engaging in research. A teacher has to plan based on students' personalities (Vygotsky, 1978). Success and failure of teaching lie based on learners' personalities. Some children are frank, open-minded and talkative in class but others are silent (Burri, 2023). Extrovert students seem to have more knowledge but it is not always the case.

In this context, Bibisha asserted: *I don't think extroverted students are better than introverted students in my observation. I have found even introverted students have better potential than extroverts.* I have heard a saying from George Eliot's popular saying "Do not judge a book by its cover". The inner capability of the learner and their external outlooks may differ. In the same way, Gunadev stated: *I do not think extroverted students are better than introverts. It is just a habit of speaking rather than comprehension of the text. Some students say without thinking*

much however some like to say anything thinking a lot. Extroverted learners may enjoy accommodating environments that involve discussion, collaboration and interaction. On the contrary, introverted learners tend to prefer quieter and solitary environments. Nisha expressed a similar idea: *Some students do not talk more but can show good performance on the written test.* All the participants have similar ideas; introversion and extroversion are subjective but not objective. It is just a matter of how they perceive and engage with the world. These traits may affect learning styles but do not inherently determine one's capability to learn the subject matter. They might engage in deep introspection and reflection on their own. It is important to understand that neither learning style is inherently better than the other. Both introverted and extroverted learners possess sorts of unique strengths and can achieve academic success in their own way.

To conclude, the key to successful learning lies in finding and embracing one's learning preferences and applying them to enhance the learning experience. As an educator and researcher, it is very important to understand and recognize these diverse learning strategies. Providing a balanced mix of interactive group activities and individual tasks can create a proper learning environment that leads both introverted and extroverted learners (Vygotsky, 1978). By embracing both, we can foster a supportive and well-rounded learning experience that leads towards their full potential.

Participants' Perspectives

I believe in the multiple realities of the participants. The participants have different perspectives based on the similar questionnaire discussed. The inner view of the participants on perception and practices of differentiated instruction at basic level English classes are presented below.

Transformative Shift in Education

Nabina reflects on the basic differences between the early days and the present in terms of girls' education. She notes that in the past, girls were expected to stay at home and were not encouraged to pursue education. Consequently, there were fewer female students in classrooms. The government had implemented provisions to support girls' education by providing resources like oil and flour in schools. Regarding teaching methods, Nabina observes that traditional approaches focused on memorization, recitation, pattern practice, and drilling. Teachers held sole authority in the classroom and were sometimes given physical punishment.

They were seen as the only source of knowledge, with a bit of emphasis on active student participation.

However, Nabina believes that attitudes toward the teaching-learning process have shifted. Teachers are now considered pathfinders rather than strict authorities. They are encouraged to adopt various procedures and techniques, personalize instruction for individual learners, and employ different means of activities such as games, quizzes, debates, and role-plays to engage students. Osiesi, (2023) also argued that Nabiana's daily evaluations and continuous assessment tools like class tests, unit tests, and monthly tests are used to monitor progress. Nabina recognizes the importance of accommodating different learning abilities in the classroom. Trisnani et al. (2023) had a similar argument as they emphasize the need for extra support for slow learners, empowering and motivating them to learn. Teachers must employ strategies to provide to both fast and slow learners, ensuring a diversified classroom environment. She advocates for project work and home assignments that encourage students to explore and recognize their surroundings (Hidayati et al. 2023). By presenting their assignments in front of the class, students gain practical experience and develop their communication skills. Nabina acknowledges that some students may be hesitant to speak due to fear of making mistakes, and written performance becomes a reliable measure of their English language proficiency. She notes the influence of the Hindi language on learners, resulting in a mix of Nepali, English, and Hindi in their speech. She recognizes that silent students may not be passive but rather engage in internal reflection and monologues. She highlights the performance of students like Sarada Thapa, who excel in written examinations despite being quiet in class. Lastly, Nabina emphasizes the significant responsibility of teachers in the teaching-learning process. She highlights the importance of differentiated instruction in addressing learners' needs. However, she acknowledges the challenges the Nepalese government and community-based schools face in implementing these strategies due to large class sizes and a lack of trained teachers.

Metamorphosis: Dictators to Pathfinders

Bibisha replicates the past, where teachers held absolute authority and were regarded as the sole source of knowledge. They were even seen as incarnations of god, and students unquestioningly followed their instructions. Fast learners were empowered and given opportunities to handle the classroom in the absence of

teachers, while slow learners faced verbal and physical punishment, leading to humiliation and domination. The teaching approach was heavily teacher-centered. However, Bibisha notes that the teaching-learning scenario has changed significantly. Teachers are no longer dictators but rather act as pathfinders, prompters, and facilitators. Trisnani et al. (2023) argued fast learners are now encouraged to assist slow learners and take on teaching responsibilities. Understanding the reasons behind a student's lack of interest in a subject becomes crucial for teachers. They must identify the underlying causes and address them accordingly. Cooperation, rather than competition, is now emphasized in the classroom. Fast learners are expected to support their slower counterparts. The teacher's role extends beyond textual learning, including recording attendance, punctuality, sincerity, regularity, and assessing extracurricular performance. Project work is introduced to empower learners and provide a holistic learning experience (Hidayati et al. 2023). Bibisha believes that less interactive learners should be paired with more interactive learners to encourage participation. However, she acknowledges that introverted students often develop ideas internally without expressing them verbally, engaging in internal debates, discussions, and conflicts. She advises learners to speak up in the classroom, even if their sentences are not perfectly formed. Bibisha acknowledges the diverse range of learners present in the classroom, including gifted students and those with different abilities. She mentions a specific student, Nikesh Thapa, who performs poorly in Nepali but excels in English and Mathematics. Differentiated instruction is seen as crucial for meeting the needs of all students. However, she also acknowledges the challenges of implementing this approach in a classroom setting that is not designed for it. The large number of students makes it nearly impossible to apply differentiated instruction. Bibisha emphasizes the importance of teaching students based on their interests and adjusting assessments accordingly. If students prefer objective questions, assessments should be designed using multiple-choice items and similar formats. Assessments should align with the student's learning levels to ensure their fair evaluation.

Uncovering Potential through Differentiation

Nisha reflects on her childhood, growing up in a traditional and teacher-centred society. Teachers held the sole authority and were the primary source of knowledge in the classroom. Students were expected to follow their instructions

without question. Extracurricular activities were limited to the annual function, and Nisha recalls instances where she had to play the role of the teacher, asking questions to her classmates. She acknowledges that the thinking era of teaching-learning has theoretically changed. Teachers no longer teach the way they were taught in their classrooms. Despite having a classroom with 45 students, each with different abilities and backgrounds, the teacher strives to address their individual needs, levels, and interests. Trisnani et al. (2023) argued slow learners are often paired with faster learners, allowing the latter to assist and support the former once they have completed their work. Nisha mentions that she can incorporate differentiation mostly in internal evaluations such as class tests, monthly tests, and unit tests, but there are no provisions for differentiation in half-yearly and final examinations.

She expresses the diversity in the classroom, with students coming from plain (Madhesi) and hilly (Pahadi) areas. The classroom is multilingual, with students speaking Nepali, Bhojpuri, Maithali, Hindi, and English. Nisha observes that students often fear expressing themselves, as they worry about making mistakes while speaking. This fear of speaking hinders their performance, and she finds that some excellent students struggle with speaking activities in the classroom. Nisha recognizes the presence of students with different abilities and focuses on ensuring that everyone has a chance to learn. She encourages stronger learners to help slower ones and occasionally brings them to the front of the classroom for encouragement. She believes that differentiated instruction is highly situational in this diverse society (Hinojosa, 2023). While policies are heading toward implementing differentiated instruction, teachers often lack proper physical support to effectively implement it.

Nurturing Diversity

Gunadev reflects on the diverse nature of students within a classroom, acknowledging their varying interests, abilities, and personalities. He attributes these differences to factors such as their abilities, family backgrounds, and social and economic circumstances. The classroom consists of multicultural and multilingual students, and there is an emphasis on English language usage within the school boundaries. All subjects, except Nepali, are taught in English medium. Gunadev notes that students do not find it too difficult to speak English, but teachers still support them by helping translate difficult words into their mother

tongue. To make teaching-learning activities effective and interesting, teachers utilize various teaching materials. They employ audio-visual methods, such as projectors, to deliver content. These methods facilitate easier comprehension of the subject matter and generate student interest in learning. Gunadev highlights the use of different teaching techniques to support students. Pairwork, project work, and concept-based imagery are incorporated into the classroom (Hidayati et al. 2023). Teachers also engage students in refreshing and creative activities, such as games, art, and presentations associated with the curriculum. There is a strong emphasis on learning by doing, and teachers strive to understand the individuality, psychological condition, and interests of students before designing teaching-learning activities. Therefore, Gunadev recognizes the importance of addressing the diverse needs and interests of students in the classroom. By employing various teaching techniques, creating an English language environment, and understanding individual student characteristics, teachers can foster effective and engaging learning practices

Reflection of the Chapter

In this chapter, based on the information generated in the field, I categorized perception of differentiated instruction in terms of whole-class work /instruction, group work, pair work, critical thinking skills, project work, matching the class task with learners' ability, giving students agency, extra care for struggling and extra duty for bright learners, be a friend to the slow learners and implementation of continuous assessment. Applying these techniques, differentiated instruction seems a bit applicable. Our teaching-learning system used to be based on the traditional learning process system. The teacher used to be authoritative to the students while the students used to be dependent and passive. The teacher used to be the sole person in the classroom.

This chapter covers participants' perspectives. Transformative Shift in Education: Nabina replicates the basic differences between the early days and the present in terms of education. She notes that in the past, girls were expected to stay at home and were not encouraged to pursue education. Consequently, there were fewer female students in classrooms. The government had implemented provisions to support girls' education by providing resources like oil and flour in schools. Metamorphosis: Dictators to Pathfinders: Bibisha replicates the past, where teachers held absolute authority and were regarded as the sole source of knowledge. They were even seen as incarnations of god, and students unquestioningly followed their instructions but now

the teacher is regarded as just a pathfinder, prompter or clue giver. Uncovering Potential through Differentiation: Extracurricular activities were limited to the annual function, and Nisha recalls instances where she had to play the teacher role, asking her classmates questions. She remarks that only differentiated instruction can bring the potential for the learners.

Nurturing Diversity: Gunadev reflects on the diverse nature of students within a classroom, acknowledging their varying interests, abilities, and personalities. He attributes these variances to factors such as their capabilities, family circumstances, and social and economic circumstances. The classroom consists of multicultural and multilingual students, and there is an emphasis on English language usage within the school boundaries.

CHAPTER FIVE

TEACHER-INITIATED PRACTICES OF DIFFERENTIATED INSTRUCTION

In the previous chapter, I discussed the methods and techniques for differentiated classroom instruction. I found basic-level English teachers implementing different strategies to incorporate learners' diversity among learners. The teachers perceived that the difference in individual personality (introvert/ extrovert), whole-class work/instruction, group work, pair work, critical thinking skills, project work, managing the class task with learners' ability, giving students agency, extra care for struggling and extra duty for bright learners, be a friend to the slow learners, implementing continuous assessment are the major strategies for achieving differentiated instruction in the language classroom. In this chapter, I dealt with the major themes of differentiated instruction**:** shifting acquaintance with teachers, embracing diversity, cooperation as a learning tool, acceptance of diverse knowledge, and partial adoption of alternative assessment and intervention beyond the classroom.

Shifting Acquaintance with Teachers

In the early days, teaching used to be teacher-centred. The teachers used to handle the class in terms of his wishes and desires. They never asked whether students liked the topic or not. They used to be almost always hostile in front of the learners. The students feared being near them. They used to be hesitant and dominated so never used to ask any questions openly. They used to keep their sorrows and happiness inside themselves. But now the teaching-learning scenario has been changed. Pishghadam, et al., (2023) argued students can ask anything without hesitation. They are even able to share their homely matters at school. They can take part in discussions and interactions in the classroom. They share their feelings and difficulties. So, Pishghadam et al. (2023) claimed traditional thought regarding teaching, subject matter and teachers has been changed. Now, teachers are just facilitators, proper, inspirators and path providers. Students become nearer and dearer to them, creating a positive attitude in teaching-learning activities. In this context Bibisha reflects "*In the past, teachers used to focus on books. They used to teach whatever is in the book. But now teachers go even beyond the books,*

according to the situation, especially social phenomenon." She further explained the present classroom situation as Vygotsky thought scaffolding helps in learning language *"The teacher used to give a topic for presentation for talented students like me. I had to deliver the topic and other students had to listen. But now generally question is posed in front of the class rather than individual student".* It seems that the mindset of teachers has changed. Teachers have adopted democratic norms and values in the classrooms. They stopped pinpointing the learners which does seem much encouraging them. In the same way, Gunadev shared "*We used to be frightened by them but now they are not afraid of their teachers. They can express their thoughts and opinions. Students are more active, cooperative, frank and open to sharing their feelings."* It is because of a methodological change in the teaching-learning process. Pishghadam et al. (2023) mention teachers are trained to be learner-centred. They started respecting learners' needs, interests and levels. In a similar context, Nisha reveals her experience: *We can run virtual classes if we need. There is a friendly relationship between the teacher and students which was not in our time. They can easily ask questions or anything from the text.* In the early days of education, teachers were figures of sole authority and knowledge. They possess a wealth of information that they imparted to us, their primary role was to instruct and guide us through the curriculum. I regard them as the gatekeepers of knowledge, and my relationship with them was limited to classroom settings. As I progressed through the educational system, students began to perceive them as not fully providers of knowledge but also mentors of role models. Teachers' commitments foster a love for learning and their dedication to students' wellbeing became evident. The classroom became a space for meaningful conversations and insightful discussions. In this context, Xu, Wang & Wang (2023) state that teachers inspired them to critical thinking, problem-solving and so on. Nowadays, students have opportunities to engage in classwork, group work, and project work where teachers become facilitators, guides, and prompters.

To sum up, I found a kind of shifting acquaintance with teachers. In the past, teaching was teacher-centred, where teachers had complete control over the class and students were afraid to ask questions or express themselves openly. However, the teaching-learning scenario has changed, and now students can ask questions without hesitation, share personal matters, participate in discussions, and interact with their teachers. This change has transformed teachers into facilitators,

inspirators, and path providers, creating a positive attitude towards learning. Teachers have adopted democratic norms and values, respecting their students' needs, interests, and levels. Pishghadam et al. (2023) argued the fear and intimidation that students used to feel towards teachers have diminished, and students are now more active, cooperative, frank, and open to sharing their feelings. The shift is attributed to a methodological change in the teaching-learning process, with teachers being trained to be learner-centred and develop friendly relationships with their students. This change has empowered students to freely ask questions and engage in learning.

Embracing Learnability

Students' learnability has become a burning issue in this modern era. The teachers must acknowledge the learnability in the classroom (Habib & Morse 2022). The classroom is a miniature society. Society is being diversified day by day because of migration, urbanization, industrialization, and career opportunities. Respecting learnability promotes a positive learning environment in the classroom. Learnability values inclusiveness in the classroom. Learnability helps teachers meet learners' individual needs (Habib & Morse 2022). It focuses on the principle of "Each child is Unique". Embracing learnability is important for maintaining social justice and equity in the classroom. Because of modernization and updated methodology, teachers started to accept learnability. In this context Bibisha views *If they are not interested we have to find the reason for it.* She further clarifies *it may be because of the difficult lesson*. She shows their weaknesses *it may be because of laziness. The reason behind it is the most important part the teacher must find out. So, I ask even with their friends for a specific reason not being up to date.* It shows all the students in the class are not the same. They need their kind of support and care. Vygotsky (1978) states students need to be empowered with the help of extra support which they cannot do themselves. In the same sense perspective Gunadev viewed: *There are faster, medium, and slow learners. If they love multiple choice then they can be given the same. For the slow learners, we can ask the task of low level and so on.* We need to focus on the level of the learners accepting their learnability. In a similar context, Nabina shares her classroom practices "*Suraj Budhathoki, did not understand wild animals and domestic animals just verbally although taught many times so I brought him outside and showed physically cat and other animals and taught them practically*" We need to respect the learner's

multiple intelligences. They should be taught in terms of their capability of learning. Nisha reveals the classroom situation that she has 45 students in a class as a whole who are from different bases. They may learn the same lesson easily and others may learn differently. *In this case, we need to focus on weak students. I ask quicker students to help the slower students. We need to sometimes bring them in front of the class. I give priority to them in question answers.* Nisha further says that "*a teacher shows the farmer's picture in ragged cap and clothes but a well-dressed picture of a businessman*. This is to be understood that sometimes we may not provide them with proper treatment in terms of their learnability. Embracing learnability is a very complex portion of teaching learning areas.

Every student has unique features with different backgrounds and abilities. Embracing this diversity creates a better learning environment in the classroom. One teaching style does not fit all. Teachers have to adopt a new approach to meet each student's needs personalized learning helps every student flourish at their own pace (Kim, 2001). By fostering collaboration, teachers can create an environment where the students learn from each other. By accepting each student's uniqueness, the teacher can create an inclusive environment (Vygotsky, 1978). By adopting new instruction strategies, promoting collaboration, and critiquing traditional assumptions, we can embrace learnability.

Ultimately, it emphasizes the need for teachers to acknowledge and respect the diverse learnability that exists within the classroom. By recognizing that each child is unique and valuing inclusiveness, teachers can create a positive learning environment that meets the individual needs of learners. The text highlights that embracing learnability is essential for maintaining social justice and equity in the classroom. With society becoming more diverse due to factors like migration, urbanization, and industrialization, it is crucial to adapt teaching methods and approaches to cater to the varied backgrounds and capabilities of students. Bibisha emphasizes the importance of understanding the reasons behind students' lack of interest or difficulties in learning. This requires teachers to identify specific challenges and adapt their teaching accordingly. Gunadev suggests differentiating tasks based on the learning speed and preferences of students, acknowledging that learners vary in their abilities and preferences (Kim, 2001). Nabina's example demonstrates the significance of respecting learners' multiple intelligences and providing practical, hands-on experiences to enhance understanding. Nisha's

classroom situation with a diverse student population highlights the need to support weaker students, involve peer collaboration, and give them priority in-class participation. The text highlights the importance of embracing learnability to create an inclusive and equitable learning environment. It calls for teachers to recognize and address students' diverse needs, capabilities, and preferences, ensuring that each child receives the necessary support and opportunities for academic success.

Acceptance of Diversity

Acceptance of diverse knowledge is very important for learners. It can widen their horizons and help them develop a deeper understanding of the world around them. Basic-level learners should be encouraged to explore a wider range of subjects and ideas. We can promote acceptance of diverse knowledge by encouraging learners to engage with people having different backgrounds and cultures. With the help of these procedures, we can develop a wider and more curious mindset that can help them be more acknowledging of diverse knowledge. Thus, acceptance of diverse knowledge is remarkable for basic-level learners as it can help them develop critical thinking skills and a broader perspective towards the world (Xu, Wang & Wang, 2023). Teachers and parents can play a crucial role in promoting this acceptance by providing opportunities through modelling open-mildness discussion. In the words of Bibisha, *some students have different abilities. So, some of them may understand the concept but others may not.* She further shared that *talented students may support weaker ones in this case. Sometimes, we may go near them and encourage them to speak. If they are not able to understand a concept, we may repeat time and again."* Students need to be encouraged to ask questions, seek new information and challenge their assumptions and biases. In a similar context, Gunadev viewed that if students are found less active and ready to solve the problem, *they are either placed near to the talented students or given an interesting subject matter to solve.* It helps with different perspectives and ways of thinking. In a similar context, Nabina shared "*Some are silent but talented and speak more but they do not know the text properly. There is a silent student named Sarada Thapa 3rd ranked in the class, very good at reading*." In this context, Nisha opined *"I have found having anxiety in speaking. They do not speak because of fear of committing mistakes*." It is the teachers' part to encourage and inspire them. If we make them feel that we have accepted their anxiety as just diversity, they will be encouraged to speak.

Learners come from diverse backgrounds, each with their own set of cultural, social and personal experiences. These experiences shape their understanding of the world and share their existing knowledge. As teachers, we must recognize that learners bring a wealth of knowledge to the classroom from diverse areas. Accepting diverse knowledge means acknowledging that there are multiple learning pathways. When a teacher shows acceptance of diverse knowledge, learners feel valued and empowered. Learners gain confidence in their abilities and are more likely to actively engage in the learning processes. Acceptance of the diversity process validates and integrates learners' prior knowledge, and bridges between what they already know and what they are yet to learn (Athira & Rajendran, 2023). It fosters a sense of progress in their educational journey ahead. Accepting diverse knowledge does not mean dismissing the importance of fundamental concepts or establishing facts. It means finding a balance between respecting existing knowledge and introducing new ideas. As educators, we have the responsibility to guide the learners in critically examining their preconceptions and expanding their understanding through evidence-based pre-established learning.

In a nutshell, acceptance of diversity highlights the importance of providing opportunities for open-minded discussions and modelling acceptance. Bibisha emphasizes that students have different abilities, and in such cases, talented students can support weaker ones. Additionally, teachers can approach and encourage students who struggle to understand concepts, repeating the information as needed. The text emphasizes the need to encourage students to ask questions, seek new information, and challenge their assumptions and biases. Gunadev suggests that if students are less active or face difficulties in problem-solving, they can be placed near talented students or given interesting subject matter to engage them and foster different perspectives and thinking styles (Vygotsky, 1978).

Nabina points out that some students may be silent but talented, while others may speak more but have less knowledge of the text. This highlights the importance of recognizing diverse strengths and abilities among students. Nisha mentions students who experience anxiety in speaking and emphasizes the role of teachers in encouraging and inspiring them. By accepting anxiety as a form of diversity, students can be motivated to overcome their fears and actively participate in class discussions (Athira & Rajendran, 2023). Teachers and parents are encouraged to

create an environment that supports open-mindedness, encourages student engagement, and provides opportunities for all students to contribute and grow.

Co-operation as a Learning Tool

Cooperation is the most common tool for learning a language. Pishghadam et al. (2023) claimed cooperative learning can be a very effective means for basic-level learners, particularly in the context of language learning. It can help beginners to share their ideas, knowledge and learn from each other. They can get better ideas from the one who has better skills. It empowers learning and builds a mutual relationship in the classroom. Co-operation is the collaborative learning process (Pishghadam, et al. 2023). Here, they not only share their ideas but also help to solve their problems. It is based on the principle that two heads are better than one head. Learning becomes confidential and concrete if we learn in cooperation (Viinikka, 2023). It is a modern way of learning. Students and teachers must cooperate with other teachers, parents, students, and stakeholders. Therefore, cooperation can be the most valuable tool for learning. In this context, Bibisha remarked *If there is more involvement with them then they suddenly bring a kind of creativity and productivity to the classroom. Therefore, interactive and cooperative group work is the best in the teaching-learning process* Learning in a group can be motivating and interesting. Further Bibisha remarked, "School *administration encourages us to involve the students in group work, pair work, project work but we fully can't because of a large number of students".* Students can feel encouraged and supported learning in collaboration. (Vygotsky, 1978) Learning becomes meaningful when they are working with their peers, rather than passively listening to their teachers. Gunadev shared *I focus them on learning in collaboration. I always suggest students, learn to teach other students that is to say learn to be a teacher. I found making some points clearer by their peer.* Cooperation involves helping in sharing ideas, and resources to achieve the concerned goals. In the words of Nabina *if we give to write some show sentences but others may just sit catching a pen. Some may tell a sentence loudly in no time. We need to provide extra care for slow ones and ask talented to support.* Students work with cooperating with their fellow mates. In a similar sense, Nisha shared *the first part, learner-centred teaching and learning have been in practice. We have a provision for online teaching.* We can run virtual classes if we need. She further viewed "*There is a friendly relationship between the teacher and students. We behave with our students*

as friends who were not in our time" Leaning becomes automatic and easy in a less formal environment.

As students cooperate, they learn from one another and benefits from diverse perspective and ideas. It creates an inclusive environment where everyone's contributions are valued, regardless of their strengths and weaknesses. Cooperation encourages active engagement and participation in the learning process (Viinikka, 2023). By working together, students can brainstorm, solve problems or discover something new collectively. When learners cooperate, they learn from one another and benefit from diverse perspectives and ideas (Vygotsky, 1978). Thus, cooperation as a learning tool has proven to be an effective approach that promotes active learning, enhances communication skills, and boosts motivation. By harnessing the power of cooperation, we can create an inclusive learning environment that prepares students for success in both academic as well as real-world situations.

To bring it all together, cooperation as a learning tool highlights the benefits of students working together in collaboration. It emphasizes that learning becomes more meaningful and engaging when students actively participate and work with their peers instead of being passive listeners. Gunadev suggests that students should learn to teach each other, as this can help clarify points and deepen understanding. Cooperation involves sharing ideas and resources to achieve common goals (Kim, 2001). Nabina points out that some students may excel in writing proper sentences in collaborative activities while others may struggle or remain passive. It is important to provide extra support and care for slower learners, ensuring that everyone can actively contribute and benefit from the cooperative learning process (Sebastian, 2016). Nisha mentions the shift towards learner-centred teaching and learning, where there is a friendly relationship between teachers and students (Vygotsky, 1978). This less formal environment fosters a sense of friendship and facilitates easy and automatic learning. Nisha also highlights the provision for online teaching, enabling virtual classes when needed. Collaborative learning allows students to actively participate, share knowledge, and support each other's learning. It promotes engagement, deeper understanding, and a more positive and less formal learning environment. Teachers are encouraged to foster cooperative learning experiences and build friendly relationships with students, creating an atmosphere that facilitates effective collaboration and learning.

Partial Adoption of Alternative Assessment

Alternative assessments are becoming popular in the present teaching-learning scenario. The adaptation of alternative assessments for beginners can help to promote a more student-centred approach to education. Educationists are replacing traditional standardized tests with performance-based alternative assessments. It allows for a more diverse and comprehensive approach to evaluating students' learning and can provide a more accurate reflection of a student's understanding of a subject matter. It seeks students' skills through tasks and activities. It requires demonstration and project-based activities. It is useful for self-awareness, and self-reflection and assists learners in their critical thinking (Xu, Wang & Wang, 2023). Here, learning and evaluation are focused on individual students' needs, levels and interests. Alternative assessment tries to cover skills and abilities that traditional tests could not. Thus, it is a more popular, valid and reliable source of evaluation. In this context, Bibisha shared: *We check the answer exercise books every day for their continuous evaluation. We record students' attendance, punctuality, sincerity, regularity etc.* She further says that *we check their progress and achievement in extracurricular activities. We conduct unit tests, monthly tests, terminal tests etc. for their evaluation. Integrating all these items we prepare the final evaluation of the learner."* According to Gunadev, I *would like to apply exercise book checking in the class in front of them so that they could realize their weakness.* Correcting exercise books among them signifies correcting their weakness and providing feedback in necessary places. Students can see friends' weaknesses and be aware of those areas while writing themselves (Vygotsky, 1978). It shows indirect correction for all.

Nabina expressed *I conduct the class test, unit test, and monthly test time and again. Besides that, I take other means of evaluation as playing academic games to appreciate the learners*. In the same context, Nisha said *we can provide a little bit of extra task for the quick learner and extra support for the slow learner*. Flexibility and adaptability are the key aspects while implementing the alternative assessment. The path of partially adopting alternative assessment has been transformative, challenging and ultimately rewarding. Teachers believe that witnessing the growth, engagement, and deeper understanding of study has solidified the power of alternative assessment. While the transition is going on, teachers need to show their insight to adopt it if they get a chance to apply it in

practice. Certainly, assessment catalyzes growth and improvement, rather than rigid standards of summative tests.

Consequently, the alternative assessment goes beyond traditional tests and focuses on individual students' needs, levels, and interests. Alternative assessment includes demonstration and project-based activities that promote self-awareness, self-reflection, and critical thinking skills. It is considered a more popular, valid, and reliable source of evaluation. Bibisha shares her approach to continuous evaluation, which includes checking students' exercise books, monitoring their attendance, punctuality, sincerity, and progress in extracurricular activities. Unit tests, monthly tests, and terminal tests are also conducted to evaluate student performance. By integrating all these assessment items, a final evaluation of the learner is prepared. Gunadev suggests conducting exercise book checking in front of the students to make them aware of their weaknesses. Correcting exercise books not only addresses individual weaknesses but also provides feedback in necessary areas.

Vygotsky (1978) argues this process allows students to observe their peers' weaknesses and become aware of similar areas when writing themselves, indirectly benefiting everyone. Nabina mentions conducting class tests, unit tests, and monthly tests as part of the evaluation process. Additionally, she incorporates academic games as a means of evaluating students and appreciating their efforts. Trisnani et al. (2023) argued as Nisha suggests providing extra tasks for quick learners and extra support for slow learners to ensure their individual needs are met. Thus, alternative assessment methods focus on individualized evaluation and cater to student's diverse needs and abilities. The use of demonstrations, projects, continuous evaluation, and feedback contributes to self-awareness, critical thinking, and a more comprehensive assessment of student's skills and abilities (Xu, Wang & Wang, 2023). Teachers are encouraged to adopt and integrate alternative assessment practices to ensure a well-rounded evaluation of student learning.

Intervention Beyond the Classroom

Learning cannot be confined within the four walls of the classroom. It is not limited to textbooks and lectures but is a lifelong discovery, exploration, and application journey. It can occur at the market, theatre, garden, home, excursion, workplace, etc. Learning is just the process of acquiring new information (Vygotsky, 1978). It can be acquired through multiple means and forms through

different processes. Home visits, extracurricular activities, field trips, home assignments etc. are examples of intervention beyond the classroom. It is not necessary to have a book or formal teacher. So, learning is not person or place specific. Intervention beyond the classroom shows a sort of educational support for the children who are not in regular classes (Lingo & An, 2023). It is one of the ways of supporting learners who are struggling economically, socially, culturally, politically, and emotionally. Learning can be easily acceptable, simplified, and sweet if is not bound in a formal setting. Intervention beyond the classroom aims to provide learners with the best possible learning opportunities. As Bibisha shared:

> W*e don't have any specific planning which covers outside school time. But, students ask several questions when they are not able to solve homework even if they are on holiday. They can develop their kind of creative and extra-curricular related tasks when they are free. We provide project works in terms of not only curricular but also extra-curricular work.*

In the same context Nabina said *"In our time, we used to get only homework as recitation of the lesson but at present, all the students in the classroom are provided with project work like finding and listing 20 living and non-living things in your surrounding in which they have to go to the field and collect information and present in the classroom. Such events are conducted once or twice a week*." According to Gunadev *"Reading stories empowers natural learning. We need to pave them towards the proper use of social media. Our children are over-exposed to the Hindi language. We need to focus on either English or Nepali language."* In the same context, Nisha said *They learn cultural, religious and social aspects outside the classroom. Sometimes, they bring cultural taboos into the classroom in 5 "F" there are three students who speak the Madhesi (Bhojpuri and Maithali) languages in the classroom which has created a sort of diversity. We can ask them to watch moral-giving movies. I sometimes ask them to collect the plants. When I asked them to prepare the first aid box, I was impressed to see their wonderful task. I found them enthusiastic in preparing the task.* As Nabina expressed her experience in the classroom *"If classwork is not completed, the same work is for homework. If they could not solve it at home, again in the classroom if possible."*

By venturing into the real world, learners are exposed to new perspectives, cultures, and challenges, which expand their horizons and develop their empathy and social skills. Field trips to museums, community service projects, and industry

visits exposed them to the practical application of their knowledge, enhancing their understanding and empowering their curiosity. By actively engaging with the world outside the classroom, learners can develop a sense of agency and ownership over their education. Planning and recognizing these interventions required a higher level of creativity, resourcefulness, and collaboration, which strengthened teachers' skills as a facilitator of learning (Lingo & An, 2023). It allows us to break free from the constraints of traditional instruction and embrace the world as our classroom.

As a result, intervention beyond the classroom emphasizes that learning can be more easily accepted, simplified, and enjoyable when it is not confined to a traditional classroom environment. Bibisha mentions that although there is no specific planning for learning outside of school time, students often ask questions and seek clarification on homework even during holidays. They have the freedom to engage in creative and extracurricular tasks when they have free time. Project works are provided to students related to the curriculum and extra-curricular activities (Hidayati et al. 2023). Nabina explains that in the present time, students are assigned project work that involves going into the field, collecting information, and presenting their findings in the classroom. These project-based activities are conducted once or twice a week and go beyond simple recitation of lessons. Gunadev suggests that reading stories empowers natural learning and advocates for guiding students towards the proper use of social media. He also highlights the need to focus on language proficiency, particularly in English or Nepali, as students may be overly exposed to Hindi. Nisha mentions that learners acquire knowledge about cultural, religious, and social aspects outside the classroom. The presence of students speaking different regional languages in the classroom adds to the diversity. Nisha encourages activities such as watching moral-giving movies, collecting plants, and preparing a first aid box to engage students and foster their enthusiasm for learning. Thus, the text emphasizes the importance of intervention beyond the classroom to provide students with diverse and meaningful learning experiences. The inclusion of project work, exploration of different languages and cultures, and utilization of resources outside the classroom contribute to a holistic approach to education (Hidayati et al. 2023). Teachers are encouraged to create learning opportunities that extend beyond the boundaries of the traditional classroom and tap into students' interests and passions.

Reflection of the Chapter

In this chapter, I explored and discussed how the respondents addressed differentiated instruction practices in the classroom**.** Here, I dealt with the major themes of differentiated instruction**:** shifting acquaintance with teachers, embracing diversity, cooperation as a learning tool, acceptance of diverse knowledge, partial adoption of alternative assessment and intervention beyond the classroom. These major themes claim that differentiated instruction is in the process of implementation.

CHAPTER SIX

KEY INSIGHTS CONCLUSIONS IMPLICATIONS AND MY REFLECTIONS

This is the final chapter of my dissertation. This chapter, therefore, provides my key insights, conclusions, implications and reflections obtained during my study. It highlights major works accomplished and key insights drawn in the course of the research study. I discuss and provide conclusions and reflections based on the findings of the research work. I divide the chapter into four sections: key insights, conclusions, implications and my reflections as a researcher. This chapter begins with insights following the concluding remarks.

Key Insights

In the process of formulating this research journey, I had ample opportunities for understanding the teaching-learning activities and learners' nature as perceived by teachers. I found that basic-level English teachers know their learners' different aspects. I learned the nature of the school's surroundings, teachers and classrooms. Teachers' understanding of differentiated instruction revealed subject matters and practical implementation of it. I had thought that there used to be teacher-centered teaching where teachers used to select the subject matter and teaching techniques but I came to know that there used to be physical punishment in the school by their teachers as captives get punishment in custody. I had conceptualized that extroverted students are better at learning the language but, based on my data obtained, I learned that both have similar capabilities. I had regarded at least model schools are applying for differentiated instruction in the classroom but differentiated instruction seems still difficult for them as they have overcrowded classrooms. I found having greater changes in learners' minds regarding their sharing culture than I had imagined earlier. I found project work a more beneficial task with a broader range of caring for even family members in collaborating work (Hidayati et al. 2023). Learning is greatly influenced if the work is matched according to the interests of the learners.

I perceived that we were providing some misleading concepts to our learners. Nisha conveyed her sentiment that teachers often portray a farmer's image in shabby clothing, while they show a well-dressed representation of a businessman.

However, differentiated instruction can foster a positive classroom environment and improve students' self-perception as learners. I found content delivery as a very sensitive part of concept formation. The misleading concept may be imprinted in their head for lifelong. I found efforts given in content delivery as flexible as possible. Nabina shared her classroom experience, saying that any unfinished classwork is assigned as homework. Moreover, if students are unable to solve the problems at home, they have to attempt them again in the classroom if there's a chance to do.

Differentiated instruction appreciates personalized learning experiences, increased autonomy, and recognition of unique abilities and recognizes and accommodates the diverse learning needs and styles of students (Tomlinson, 2017). Acknowledging and valuing students' diverse backgrounds, abilities, and learning styles, helps create a learning environment where all students feel supported and have equal opportunities to succeed (Kim, 2001). It allows for personalized feedback that targets specific areas of improvement for each student. Implementing differentiated instruction can be challenging for teachers, as it requires a deep understanding of students' needs, curriculum flexibility, and the ability to manage multiple instructional paths simultaneously. Bibisha commented that the school administration promotes student engagement through group work, pair work, and project assignments. However, due to the large number of students, they find it challenging to fully implement these collaborative activities.

It often involves collaborative activities where students work in groups or pairs. This fosters peer-to-peer learning, communication skills, and cooperative problem-solving, enhancing the overall classroom dynamic (Tomlinson, 2001). I found promoting active engagement, as students are more likely to be invested in their learning when it is personally meaningful to them. I found that differentiated instruction is an educational approach that recognizes and addresses students' diverse learning needs, abilities, and interests in a classroom. Numerous research studies have explored the effectiveness and perceptions of differentiated instruction practices. It provided students with choices and opportunities to explore topics that align with their interests and preferences. I learnt that though students have no feeling of gender discrimination is deeply rooted in their hearts. However, gender inequality exists in the form of discrimination rooted in family behaviour and societal talk.

Conclusions

The conclusions of my research work have been mainly divided into two parts. The earlier part explored the perception of differentiated instruction at basic level classrooms and the latter part talks about teachers'-initiated practices.

I began to perceive differentiated instruction with whole-classwork. Class remains live and interesting if we involve the whole class in certain practical activities. Sharing consolidates learning. Learning remains long-lasting and forms solidity if we try to implement it in practically interacting sessions with their peer groups. Group work helps to let all the students be involved in sharing their ideas and feelings. They not only express their class performance but also their home assignments. Students with similar capabilities are placed in pair work. They exchange their exercise books and ideas for solving the assignment provided by the teachers. They read the texts in turn and share and finally present the idea in front of the classroom. The data from participants tell that there are no distinct differences between introverted and extroverted learners in terms of their critical thinking skills. Even learners who are seen as introverts are found to have a better understanding of the subject matter than extrovert learners. The project works to tie up the collaborative tasks not only with their peer groups but also with their siblings and parents. It helps with the coordination aspects of the hands and mind. Learners feel happy and enthusiastic when they get opportunities to learn for fun. Kinesthetic learners get much benefitted through their learning by doing activities. The basic level learners are mostly involved in preparing money-saving boxes (Khuturuke), collecting herbal plants, colouring the stickers and painting the pictures. The students in the classroom are equipped with different potentialities. They are very good in one area of learning whereas others may prefer another subjective area. Learning becomes fruitful and meaningful if the learning task is matched with the learner's abilities. The learners of Terai areas are distracted from their learning by the overexposure of the Hindi language. Some students are not very good at studying but can show better performance in games and other extracurricular activities. Anxiety and fear of the learners can be removed by the teacher's inspiration and encouragement. Students need to be supported and empowered to enhance their roles in the classroom. Collaborative student-centred learning helps for learning engagement and upliftment in the classroom. Not only from teachers' perspectives but also from learners themselves need to take some helping hands for

struggling students. If students are found less motivated towards the subject matter then either they need to be placed near fast learners or they should be given extra supportive feedback. Extra care for struggling and extra tasks for faster learners' is a must to complete the course at the same pace.

Interest plays a great role in learning a language. Friendship is the key to arousing interest. Inspiring learners, managing home visit programs and teacher-parents meeting empowers learning. Teachers can treat the learners in a better way if they become friends with them. We keep a record of punctuality, sincerity, and regularity throughout their performance every day. We find the practices of class tests, monthly tests and unit tests in which teachers have flexibility in maintaining but we cannot deny the system of final examination which is structured and rigid. Teachers used to be the sole authoritative person in the classroom. The teacher used to give things to recite in bulk and severe punishment repeatedly. Teachers used to be negligible and indifferent to differentiated instruction. Teachers did not use to pay attention towards learners' needs, levels and interests. There used to be no regular classes and extracurricular activities only at the end of the academic session or before the annual function. Teachers used to focus on faster learners. Faster learners are used to being given handling the classes even in the absence of teachers. Teacher-centred teaching has been changed into student-centred learning. The latter part of my work talks about initiated practices where I dealt with the major themes of differentiated instruction**:** shifting acquaintance with teachers, embracing diversity, cooperation as a learning tool, acceptance of diverse knowledge, partial adoption of alternative assessment and intervention beyond the classroom. There has been a significant shift in the teaching-learning process, transforming the role of teachers and creating a more positive and inclusive learning environment. The change from teacher to learner-centred approach has empowered students to ask questions, express themselves openly, and actively participate in the learning process. This shift has been attributed to teachers adopting democratic norms, respecting students' diverse needs and interests, and developing friendly relationships with them. The importance of acknowledging and respecting the diverse learnability within the classroom highlights the need for teachers to adapt their teaching methods and approaches to cater to students' diverse backgrounds, capabilities, and preferences. Recognizing and addressing the specific challenges

that students face and providing necessary support and opportunities for academic success is essential for creating an inclusive and equitable learning environment.

Cooperation and collaboration among students recommend that learning becomes more meaningful and engaging when students actively participate and work together with their peers. Fostering cooperative learning experiences and building friendly relationships, teachers can create an atmosphere that facilitates effective collaboration and learning. Alternative assessment methods which go beyond traditional tests suggest that alternative assessments, such as demonstrations, projects, and continuous evaluation, provide a more comprehensive and individualized evaluation of students' skills and abilities. Integrating these assessment practices contributes to self-awareness, self-reflection, and critical thinking skills. Intervention beyond the classroom suggests that learning can be enriched and enjoyable when it extends beyond the boundaries of the traditional classroom environment. By incorporating project-based activities, exploring different languages and cultures, and utilizing resources outside the classroom, teachers can provide students with diverse and meaningful learning experiences.

The positive changes in the teaching-learning process, the importance of acknowledging diversity and individual needs, the benefits of cooperation and collaboration, the value of alternative assessment methods, and the significance of intervention beyond the classroom provide a basis for teachers to create inclusive, engaging, and effective learning environments that provide to the needs of all students.

Implications

By exploring teachers' perceptions and practices, the report uncovers the challenges and barriers they face while implementing differentiated instruction. These challenges could be related to resources, time constraints, classroom management, or professional development opportunities. Understanding teachers' perceptions and practices can guide the development of targeted professional programs. Its findings suggest specific areas where teachers need support and training to implement differentiated instruction effectively. The preset research has been conducted to fulfil the demands of some sorts of functions for different stakeholders. The findings and conclusions have been recommended for policy, practice and further research-level implications.

The findings can be used to advocate for supportive policies and resources at the school, district or government level. Thus, the government should manage them for the teachers. Based on such kinds of research, the government must enact educational acts and policies. Then, the teachers are required to teach by utilizing differentiated instruction with proper teaching materials and techniques. We have faced a wide gap between theory and practice. This could include advocating for smaller class sizes, additional teaching assistants, or technology resources that facilitate differentiation. Understanding teachers' perceptions and practices of differentiated instruction can reinforce the importance of student-centred teaching approaches. It encourages educators to shift from a one-size-fits-all model to one that prioritizes individual student needs.

At the practice level, theories and principles are put into practice. It shows policies are implemented in the classroom. It promotes students' creativity. The study can examine the relationship between teachers' practices of differentiated instruction and student learning outcomes. Positive correlations suggest that effective differentiation positively influences student performance and engagement. It may highlight the need for flexible and adaptable curricular materials to facilitate differentiated instruction. It could inform curriculum developers about the importance of creating resources that provide diverse learning needs. DI often benefits from collaborative efforts among teachers. It might reveal opportunities to foster collaboration and sharing of best practices among educators within the school or district.

No research is complete in itself. There are many areas which are not addressed by the present study. Scholars who are interested in exploring more in this area have been given the uncovered areas to explore. This research only covers differentiated instruction used at the basic level learners of a few model schools in the Butwal Sub-metropolitan city. DI is an inclusive approach that provides diverse learners in diverse areas. The insights could shed light on how teachers' practices align with the principles of inclusivity in education. Understanding teachers' perceptions and practices fosters a culture of continuous improvement in the classroom.

Differentiated instructions contribute significantly to the overall influence on teaching and learning. It recognizes and accommodates the learners' diverse

needs, interests, and abilities within a single classroom (Suprayogi, & Valcke, 2016). Differentiated instruction can also contribute to the following areas of study.

Tailored Learning. Differentiated instruction allows teachers to tailor their teaching methods and materials to meet the specific needs of individual students. This means that students who may be struggling can receive additional support and practice, while those who are excelling can be challenged with more advanced content.

Inclusive Education. It promotes inclusivity by recognizing that each student is unique. By differentiating instruction, teachers can address their students' diverse learning styles, abilities, and backgrounds, making education more accessible to all.

Increased Engagement. When students see that their teacher is attentive to their needs and interests, they are more likely to engage in the learning process. This leads to improved motivation and a positive attitude towards learning.

Better Academic Outcomes. Through this study, we can infer that differentiated instructions lead to improved student academic outcomes. When instruction is aligned with students' readiness levels, it can help them grasp and retain the material more effectively.

Development of 21st Century Skills. It often involves collaborative and project-based learning, which helps students develop critical 21st-century skills such as problem-solving, communication, group work, pair work and teamwork.

Catering to Diverse Learners. In a basic-level classroom, students come from various backgrounds and have different levels of prior knowledge. It allows teachers to address these differences and ensure that no student is left behind.

Building Self-Efficacy. When students experience success through instruction that matches their abilities, they are more likely to develop a sense of self-efficacy, which can boost their confidence and overall academic performance.

Individualized Feedback: Teachers can provide more specific and targeted feedback to each student, helping them understand their strengths and areas for improvement.

Enhanced Teacher-Student Relationships. By taking the time to understand each student's unique needs, teachers build stronger relationships with their students, which can create a more positive and supportive classroom environment.

Meeting Educational Standards. It does not mean lowering expectations or standards. Instead, it means finding various ways to help students reach those standards by adjusting the teaching approach as needed.

In short, the implementation of differentiated instruction contributes by providing a more inclusive, effective, and engaging learning environment. It enables teachers to meet the diverse needs of their students and promote better academic outcomes, ultimately preparing students for success in their higher levels of education and life activities.

My Reflection

I did not have good English when I passed SLC but was enthusiastic about learning English. I chose to major in English in PCL not because of the marks that I obtained but because of my strong will to learn it. Although I completed my Bachelor's and Master's degrees from Tribhuvan University, I had a thrust of learning something new innovatively which can be applied in my professional field. Fortunately, I happened to meet one of the senior professors at Kathmandu University at a regional conference of NELTA Lumbini Province. Because of his guidance and counselling, I selected Kathmandu University, School of Education to quench my drive and decided to pursue M.Phil. I was overwhelmed by the way I had to take part in writing and interview for the entrance examination. I was inspired by the motivational and inspirational techniques used by professors at Kathmandu University. I love how they contextualized the subject matter before the presentation. We were provided with broad different areas of study. I was assigned to the assessment. I presented my first draft of a proposal on assessment in the first semester but I was not much satisfied with the area of study so in my second semester I chose the areas of differentiated instruction. In the beginning, I had a superficial knowledge regarding differentiated instruction which attracted me. I found myself constantly adapting my thoughts on this matter. In the process of learning, I discovered that the key to differentiated instruction is the flexibility of content, process and product. I defended my proposal and prepared a semi-structured questionnaire for my field visit on the constant feedback from my supervisor. With the permission of gatekeepers, I visited the schools. I made a short PowerPoint presentation, for all the teachers teaching at a basic level. I selected the teachers who were interested in applying differentiated instruction in the classroom. I filled up the participants' consent form. I revised my questionnaire and interviewed them in a discussion way. I soon learned that implementing differentiated instruction was not an easy job. I made constant sittings with my participants and transcribed their answers into written form everything they spoke

and translated into English. I saw the spark of understanding light up in my participants' eyes, heard their excited discussions, and witnessed their growth as active participants. Differentiated instruction was not just about academic achievement; it was something which fostered a love for learning, nurturing empathy, and equipping students with the techniques to survive in the ever-changing world. As I reflect on my dissertation process, I realise that it has been a transformative experience for my participants and myself. It has empowered me the value of diversity in the classroom and how to harness that diversity. It has reminded me of the essence of flexibility, adaptability and resilience to overcome the incredible diversity that exists in every classroom. I am empowered with tailored teaching. I promoted my inclusivity by acknowledging and valuing each student's unique strengths. I have become more flexible in time, subject and evaluation process. I have learned to modify my teaching strategies and learning materials to meet the diverse needs of the learners. This increased awareness has made me a more inclusive and equitable facilitator in the classroom. The way of differentiated instruction may be challenging, but the achievements are immeasurable. I am highly grateful to the school of education, Kathmandu University, for the opportunity to embrace this approach. I am equally indebted to the respondents and school administrators who supported me in the process of my study.

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APPENDIX 1

Kathmandu University

School of Education, Hattiban, Lalitpur

Interview Consent Form

Research Project Title: DIFFERENTIATED INSTRUCTION IN ENGLISH LANGUAGE CLASSROOM: A NARRATIVE INQUIRY

Research investigator: Shiva Kumar Gyawali

Research Participant's name:

The interview will take (Four Months). I don't anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. I would like to request you read the accompanying information sheet and then sign this form to certify that you approve the following:

- the interview will be recorded and a transcript will be produced
- you will be sent the transcript and allowed to correct any factual errors
- the transcript of the interview will be analyzed by Shiva Kumar Gyawali, the research investigator
- the actual recording will be (kept or destroyed state what will happen)
- any variation of the conditions above will only occur with your further explicit approval or a quotation agreement could be incorporated into the interview agreement

Quotation Agreement

I also understand that my words may be quoted directly. With regards to being quoted, please initiate next to any of the statements that you agree with:

I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.

I agree that the researchers may publish documents that contain quotations by me.

All or part of the content of your interview may be used;

- In academic papers, policy papers or news articles
- On our website and in other media that we may produce such as spoken presentations
- **In an archive of the project as noted above by signing this form I agree that;**

1. I am voluntarily taking part in this project.
2. I understand that I don't have to take part, and I can stop the interview at any time;
3. The transcribed interview or extracts from it may be used as described above;
4. I have read the information sheet;
5. I don't expect to receive any benefit or payment for my participation;
6. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

Participants Signature……. Date……

Researchers Signature……. Date……

Contact Information

This research has been reviewed and approved by the School of Education Research Ethics Board. If you have any further questions or concerns about this study, please contact:

Name of researcher: Shiva Kumar Gyawali

Full address: Butwal, Kalikanagar- 11

Tel: 9857033526 E-mail: shivakg1977@gmail.com

You can also contact the supervisor: Assoc. Prof. Dr Hem Raj Kalfe

Full address: School of Education. Head, English Language Education

Tel: 9801670057 E-mail: hemraj@kusoed.edu.np

What if I have concerns about this research?

If you are worried about this research, or if you are concerned about how it is being conducted, you can contact the Chair of the English Language Education, Research Committee (Ethics Committee), Kathmandu University.

APPENDIX 2

Differentiated Instruction in English Language Classroom: A Narrative Inquiry

Interview Guidelines for Teachers' Perception

1. Introduce yourself and tell how you spent your schooling. Please share your position and experience as a student.
2. How did the teachers use to treat you, as a student? Introspect yourself.
3. How did your teachers use to treat individual students? Any remembrance of the scene.

As you are a teacher now

4. What are the behavioural changes in teachers and teaching-learning activities, then and now? Show your present feelings.
5. (Difference/ flexibility in terms of content) The same lesson (subject matter) can be very easy for some students and very difficult for others, how do you handle the class?
6. (Differences/ flexibility in terms of methodology). How do you teach applying the best strategies (tools/ techniques/ approaches/ procedures) to make everyone learn at the best level possible?
7. (Differences/ flexibility in Evaluation) Do you use different measures to examine the achievement of the students? How do you take the assessment of the students?
8. Students may have different attitudes (anxiety) to learn English. What strategies do you use to make all of them learn the best possible?
9. (Difference in Learning Styles, MI theory based) Students have different learning style preferences: some learn best when a teacher demonstrates pictures on the board, some are silent readers, some are kinesthetic/ some are naturalistic, some want to read loudly to understand etc. How do you manage the class in such cases?
10. Do you think learners' personalities (extrovert/introvert) also affect learning and how do you treat them?

11. How do you address the present day's diversified nature of the classroom (inside the classroom or outside the classroom, intervention beyond the classroom)?
12. What is your perception of using differentiated instruction in the classroom?
13. What is the importance of differentiated instruction in a diverse classroom? Show perspective in our Nepalese context.

APPENDIX 3

Bishnu Ghimire

Kalika Maanav Gyan Secondary School, 2023/01/10

Researcher: Madam, would you give me your full introduction?

Bishnu: Namaskar, my name is Bibisha Ghimire. I am originally from Chatrakot -6 Dauga, Gulmi. I studied my primary Education in the same village. I studied secondary school at Atmabodh Secondary School, Mankot, Gulmi. I earned my Bachelor's degree from Tansen JBT College and my Master' from Butwal Multiple Campus.

Researcher: What aspect do you most remember about your primary schooling? How do you place yourself among others?

Bishnu: As a student, at the primary level I was a very good student in my class. I used to get the first position in the class. I used to get a lot of love and affection from friends and teachers. The teaching system then was very much teacher-centred. We had to listen and follow whatever teachers used to say.

Researcher: What do you remember about the individual dealing of teachers?

Bishnu: In my time, the teachers used to focus on talented students. Talented students used to be given classes for teaching in the absence of subject teachers. The remaining students used to feel dominated and unsupportive.

Researcher: What differences have you found in the education system of then and now?

Bishnu: At that time, teachers used to focus on books. They used to teach whatever is in the book. But now teachers go even beyond the books, according to the situation, especially social phenomenon. The teacher used to give a topic for presentation for talented students like me. I had to deliver the topic and other students had to listen. But now generally question is posed in front of the class rather than individual student.

Researcher: How do you deal with different ability students in the classroom?

Bishnu: At first, I have to find the interest of the learner. If they are not interested we have to find the reason for it. It may be because of the difficult lesson. It may be because of laziness. The reason behind it is the most important part that the teacher has to find out. So, I ask even with their friends for a specific reason not being up to date.

Researcher: Do you have any example of that?

Bishnu: I have an example of Grade 4A. There is a student named Milan Giri. He is not very extroverted but he can understand the subject matter very soon. One day, I asked his friends why he was not able to share his idea properly they replied that he was not able to speak because of fear of the teachers. I called him into the office and encouraged him to speak. I told him that we teachers become happy if students express their thoughts, feelings and ideas. I even talked to his parents and inspired him a lot even in classroom teaching. I have found several such examples but this is just a case.

Researcher: What are the different types of learning? How do you perceive multiple intelligences in the class?

Bishnu: All the students have their own kind of intelligence. Some are differently able and some are gifted learners. Sometimes we have to behave them as a student and sometimes as a friend. Sometimes we can give a topic to the learners and ask them to do and we need to involve in the given topic ourselves so that they may feel, the teacher is also participating in the same topic with us. Some students are very good in one subject however they are not very good in another subject. Such an example is found in class 4B named Nikesh Thapa. He is very poor in Nepali, average in English but very talented in Mathematics. He can answer the questions before the teacher solves them on the board.

Researcher: Do you have attitudinal differences in the class? Did you find age, sex, locality, cultural etc. related biasness?

Bishnu: I have not observed any kind of such cultural, sexual or locality-related biases. I could not even get any sort of attitudinal differences in the classroom. They are encouraged to speak. The students who do not speak are placed with the students who speak in the classroom. I suggest them to speak though they make the wrong form, mix code and so on. Sometimes

they ask us to translate into English, sometimes they ask us to write on the board.

Researcher: How do you maintain content flexibility in the classroom?

Bishnu: Students have different abilities. So, some of them may understand the concept but others may not. In this case, talented students may support weaker ones. Sometimes, we may go near them and encourage them to speak. If they are not able to understand a concept, we may repeat time and again. *School administration encourages us to involve the students in group work, pair work, and project work but we can't because of a large number of students.*

Researcher: Which method do you find most important while applying differentiated instruction in the classroom?

Bishnu: I found any sort of method that involves the whole class in the classroom as the best. If there is more involvement with them then they suddenly bring a kind of creativity and productivity in the classroom. Therefore, the interactive group work method is the best in the teaching-learning process. In terms of subject matter, we conduct group work, pair work, project work, individual work for differentiated instruction etc.

Researcher: Do you have kinds of an assessment system that distinguish between fast learner and slow learners?

Bishnu: We do not regard anything from fast and slow learners' perspectives rather we prepare the test item keeping in mind of average learners. When we cover average learners in the classroom, it solves almost all the problems of the classroom. We check the answer copies every day for their continuous evaluation. We record students' attendance, punctuality, sincerity, regularity etc. We check their progress in extracurricular activities and their achievement. We conduct unit tests, monthly tests, terminal tests etc. for their evaluation. Integrating all these items we prepare the final evaluation of the learner.

Researcher: Do you think extroverted students are better than introverted students? How do you perceive introverted and extroverted learners in terms of learning a language?

Bishnu: I don't think extroverted students are better than introverted students in my observation. I have found even introverted students have better potential

than extroverts. Introverted students form their ideas without expression outside. It doesn't mean that he's not doing anything. Such students make a lot of internal conflicts, debates, and discussions critically but they don't speak. So, we need to ask questions them time and again. In class 4 A, there is a student named Hari Rana, he does not speak very much but writes answers immediately after getting classwork. He does not participate openly but if we ask he answers. We understood him after a long time.

Researcher: Do we have any strategy that covers outside school time? Students have only six hours in their schools remaining 18 hours they stay with their parents. Do you have any pedagogical planning to make their outside schooling time more fruitful?

Bishnu: No, we don't have any specific planning which covers outside school time. They ask several questions when they are not able to solve homework even if they are on holiday. They can develop their kind of creative and extra-curricular related tasks when they are free. We provide project works in terms of not only curricular but also extra-curricular work.

Researcher: What is your perception of using differentiated instruction in the classroom?

Bishnu: I apply group work and pair work in the classroom. We divide the class into groups and assign the task accordingly. Sometimes, we provide individual work and project work to them. Sometimes we provide the task to do at home as project work. I ask them to make beautiful things using low-cost materials available at home. We provide extra care for struggling and extra work for fast learners. I ask questions time and again in class and even take the class test, unit test and so on. I make them play word games and quiz games in the classroom. Sometimes, I provide whole-class work for the learners.

Researcher: do you think differentiated instruction is needed in present-day teaching-learning scenarios? Is it possible to conduct it in our context?

Bishnu: No doubt it is very important for the implementation of differentiated instruction in the classroom but in context almost impossible to apply perfectly. It needs not only trained teachers but a small number of students in the classroom. In my opinion, it is applicable if we have only 1o to 15 students, a maximum of 20, in the classroom.